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ABSTRACT

Results are presented of the 1985-1986 administration of the California Achievement Tests (CAT) in the Montgomery County (Maryland) Public Schools. Each fall, the battery is given to grades three, five, and eight under a state mandate, and to grade eleven under a local mandate. Overall student performance improved slightly in 1985 from the already very high scores of previous years; 83% of scores were either at or above the national norm. Average county scores would probably have been higher if a strong "ceiling effect" did not exist in some CAT subtests. Students remaining in the county for several years tended to score higher than those in the county for under three years. Most Hispanic and Black students scored higher than their counterparts nationally. Asian and White students scored about the same. Females scored slightly higher on the total test in all grades except five, where scores were the same. School results are presented as averages over 6 years for tests and subtests, battery interquartile ranges, longitudinal and nonlongitudinal trends, and attendance statistics. Two appendices contain detailed summary data and a glossary of testing terms. (RR)

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MONTGOMERY COUNTY
PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

The Annual Report of California Achievement Tests Results

1985-86

December 1986

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THE ANNUAL REPORT OF

CALIFORNIA ACHIEVEMENT TESTS RESULTS

1985-86

by

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EXECUTIVE SUMMARY

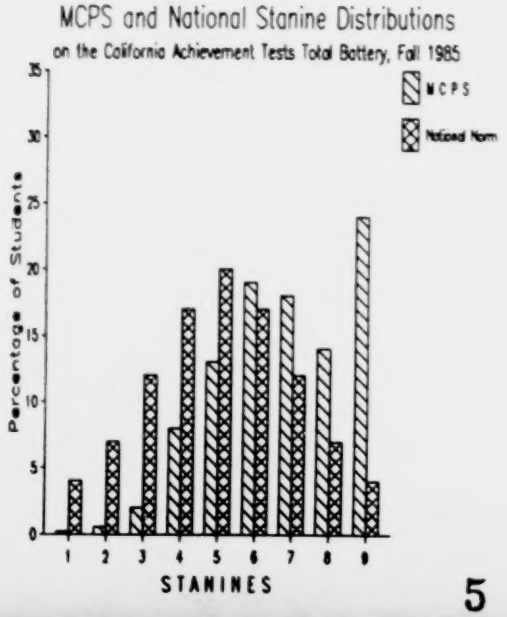
The Annual Report of California Achievement Tests Results, 1985-86, presents the results from the administration of that test in the Montgomery County Public Schools. The tests are administered in the fall of each school year in Grades 3, 5, and 8 under a state mandate and in Grade 11 under a local requirement. Some of the features of the report include:

- Breakdowns of county test results by racial/ethnic groups, including a comparison of performance by MCPS black and Hispanic students with that of their counterparts in the national norm sample
- Trend data by school and racial/ethnic group for students tested in MCPS more than once
- Historical results for each school as well as for the county
- Graphic presentations of both county and school results

Countywide Results

Performance by MCPS students on the California Achievement Tests (CAT) improved slightly in the fall of 1985 from already very high scores in previous years. This was shown by the fact that 83 percent of the MCPS students tested scored at or above the national norm average. This was a 1 percent increase over 1984. Additionally, the MCPS average on the total test ranged from the 86th percentile in Grade 5 to the 79th percentile in Grade 11.

MCPS scores are well above the performance of the national norm group. This can be seen in the figure below, which compares the distributions of stanine scores for MCPS and the national group. MCPS has a much higher percentage of students scoring in the top three stanines and a much lower percentage in the bottom four stanines.



While the county averages were very high, they probably would have been even higher, at least in Grade 3, if there were not a strong "ceiling effect" on some CAT subtests. This effect produced artificially low scores on these subtests because the test norms do not permit high achieving students to score as high as they should.

Students who remain in MCPS for several years tend to score higher than students who are in MCPS for less than three years.

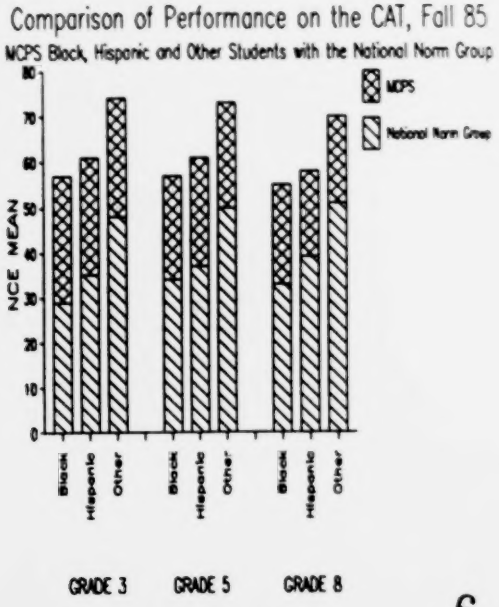
Performance by Racial/Ethnic Groups

The average scores for each major racial/ethnic group in MCPS were at or above the national norm group average.

Scores in 1985 were at their highest for Asian, black and white students since we started administering the CAT in 1980. The six year trends for Hispanic students were not as good as they achieved their highest averages only in Grades 5 and 8. The poorer trend for Hispanic students is related to a disproportionate number of new Hispanic students entering MCPS. Those Hispanics who have been in MCPS for at least two years improved their test scores, on the average, as much as or more than the county average.

The performance of white students in MCPS was substantially higher than that of MCPS Hispanic and black students. The score difference between black and white students has declined slightly since 1980 but the difference between white and Hispanic students has increased slightly.

MCPS Hispanic and black students scored substantially higher than their counterparts nationally. Also, when compared with members of their racial/ethnic group nationally, MCPS black and Hispanic students perform as well as MCPS white students. The comparison of results for MCPS and national racial/ethnic groups is shown in the figure below.



Asian and white students scored about the same in 1985. Asians were slightly higher in Grades 3, 5, and 8. The two groups averaged the same in Grade 11.

Score Differences by Sex

Females scored slightly higher than males on the total test in all grades tested except 5 where the two groups scored the same. The largest differences were in language skills. In math and reading the two groups scored about the same. Both groups have shown slight score increases since MCPS started administering the CAT in 1980.

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INTRODUCTION

The Annual Report of California Achievement Tests Results, 1985-86, presents the results from the administration of that test in the Montgomery County Public Schools. The report contains several analyses of the results from the test administration in Grades 3, 5, 8, and 11. Overall countywide results are presented with an historical perspective. The countywide results are also broken down by racial/ethnic and sex classifications.

School results are presented in four forms:

1. Average subject and total test scores for six years
2. Average subtest scores for 1985
3. Total test interquartile (middle half of the scores) range
4. Longitudinal and nonlongitudinal trends (average score change for students tested at least twice in MCPS)

There are two appendices. The first one contains detailed summary data. The second one is a glossary of technical testing terms, which provides the definition, use(s), and some interpretive precautions to be observed for each term.

DESCRIPTION OF CALIFORNIA ACHIEVEMENT TESTS

The California Achievement Tests (CAT) are standardized achievement tests required by the Maryland State Department of Education to be administered to all students in Grades 3, 5, and 8 in the fall. Students in Grade 11 are given the CAT at the same time under a local requirement. The only students exempt from this testing are those with limited English proficiency and those special education students who are unable to function on the test. The 1985-86 school year was the sixth year that the 1977 edition of the CAT was administered in MCPS. This test replaced the Iowa Tests of Basic Skills (ITBS) and Tests of Academic Progress (TAP), which had been given for the previous several years.

The CAT is a group-administered, norm-referenced test (NRT). Norm-referenced means that a student's scores are given interpretable meaning by being compared with the scores of a group of students. In the case of the CAT, this group is the nationwide sample on whom the test was normed in the 1976-77 school year. This comparison is most easily seen when results are reported as percentile ranks (PR).[1] These scores are presented in the tables in this report because of their ease of interpretation. Also reported are Normal Curve Equivalent (NCE) scores. These are used to make comparisons across subtests and groups of students.[2] A third type of score, reported in some tables, is the Scale Score (SS). This is included to provide data consistent with that to be reported by the Maryland State Department of Education.

The CAT measures five major content areas. Some of these contain more than one subtest. The content areas and brief descriptions of their subtests follow:

Reading

Phonic Analysis (Grade 3 only) measures how well a student can relate spoken language to written language.

---

1. Percentile ranks indicate the percentage of students in the national norm group who scored lower than a given score. In the case of this report, the given score is the mean (average) of the county, of a group within the county (e.g., race, sex), or of a school. A more detailed discussion of statistical terms can be found in Appendix B.

2. Normal Curve Equivalent scores are used for these comparisons because they are on an equal interval scale. This means that a change of X points is the same, no matter what the scores are. This is not true for other standardized scores such as percentile ranks. For example, on the percentile rank scale, the difference between 85 and 95 is much larger than the difference between 45 and 55. On the NCE scale, both of these differences represent the same amount of performance increase. See Appendix B for a detailed discussion.

Structural Analysis (Grade 3 only) measures how well a student can use structural clues (parts of words) to pronounce and understand unfamiliar words.

Reading Vocabulary measures how well a student can use the context of a phrase to identify the meaning of unfamiliar words.

Reading Comprehension measures how well a student can recall facts, understand what is implied, and evaluate and make judgments from passages he/she reads.

Spelling measures how well a student can recognize incorrectly spelled words.

Language

Language Mechanics measures how well a student can recognize capitalization and punctuation mistakes.

Language Expression measures how well a student can recognize correct sentence structure, word usage, and paragraph organization.

Mathematics

Mathematics Computation measures how well a student can add, subtract, multiply, and divide.

Mathematics Concepts and Applications measures how well a student can apply what he/she has learned in math to the solution of problems.

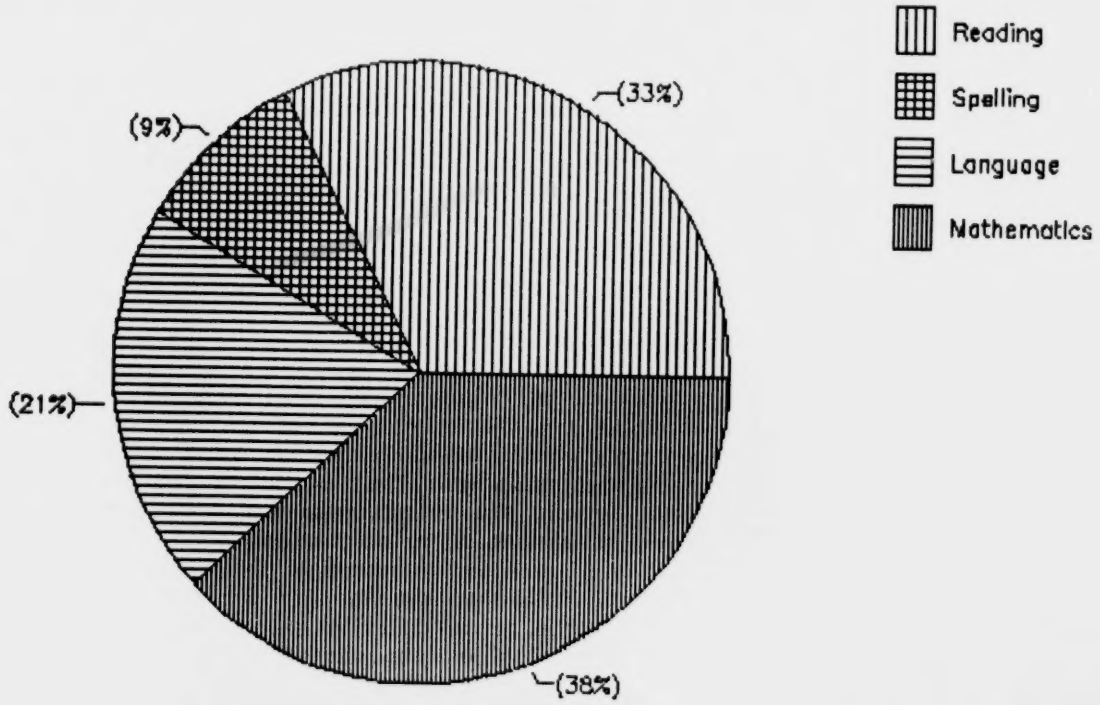
Reference Skills (Grades 5, 8, and 11 only) measures how well a student can find information by using ten different sources: title pages, copyright pages, tables of contents and indexes, dictionaries, maps, tables, diagrams, library catalog cards, readers' guides, and forms.

The sections of the CAT contain different numbers of questions as shown in Figure 1. This means that some sections, especially mathematics, have more influence on the Total Battery score than others because this score is determined by adding the number of correct answers in each section. The Total Battery score is often used in this report as a simple way to compare performance across groups or across years.

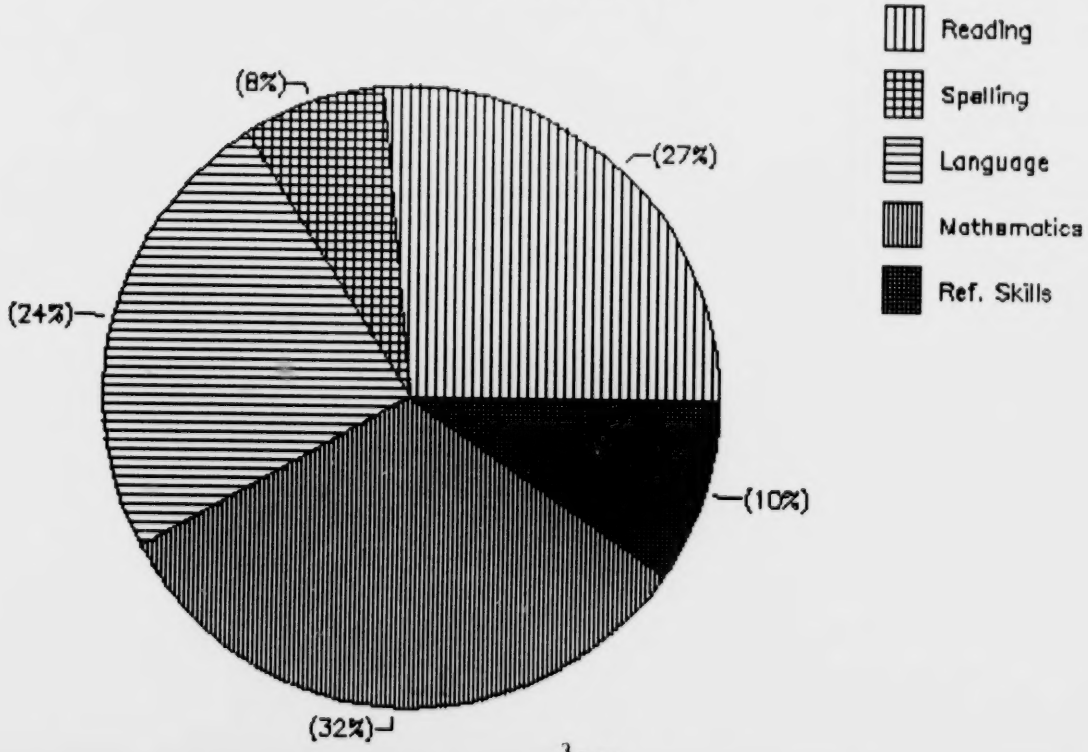
Figure 1

Contents of the California Achievement Tests

Grade 3



Grade 5, 8, and 11



ANALYTIC CONSIDERATIONS

A tendency in analyzing test data is to compare results across grades and across years to make judgments about program quality. When performing this kind of analysis, it is necessary to consider potential problems that can interfere with these judgments. These problems are created by:

1. Differences in the abity of the norm groups for the tests used across grade levels

2. Differences in the ability of the students tested in each grade each year

3. Differential degree of match between local curriculum and the content of the test at various grade levels

Differences in norm group ability. Since each test in each grade is normed on a different group of students, the ability of the various norm groups can play a role in interpreting standardized test results. The differences in the abilities of these norm groups mean that students taking the tests at different times and grade levels are being compared to different standards. For example, if test A was developed on a smarter group of students than was test B, a student needs to know more to get a high standardized score on test A than on test B. Thus, higher scores on test B could be a result of a student's being compared with a group that is not as smart; it would not necessarily be an indication of higher achievement.

Differences in ability of groups tested. Differences in the ability of the groups being tested each year can account for score increases and declines across years. Such score changes should be viewed as indications of changes in achievement level that are related to group or individual characteristics, not to program quality.

Test content/curriculum match. The match between standardized test content and any local curriculum is never complete. Differences in the degree of match for different tests or test levels mean that scores on the tests or levels may vary simply because students at one grade level are taught more of the skills measured by the test. Lower scores on one level of the test may not indicate a decline in achievement or quality of instruction but may simply reflect this difference in match.

Overall County Data

The major findings from analyses of countywide results from the administration of the California Achievement Tests in the fall of 1985 are as follows:

- Eighty-three percent of the MCPS students tested scored at or above the national norm average on the Total Battery. This was an increase of 1 percent from the previous year.
- County average (mean) scores once again showed a slight increase from the previous year on the Total Battery and in all major subject areas.
- County averages on several subtests were artificially depressed because of the ceiling effect[3] on those subtests.
- Students who remain in MCPS for several years tend to score higher on the CAT than do students who are in MCPS for less than three years.

MCPS performance compared with national performance. The only national data that are available to compare with MCPS results are from the national norm group.[4] In that group 50 percent of the students scored at or above the

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3. A ceiling effect is present when it is not possible for a student to score at the maximum (99th) percentile even if he/she answers all questions correctly. This effect also exists if only one or two careless errors can reduce a student's standardized score substantially, e.g., from the 98th percentile to the 80th. This is caused by a test being too easy. On such a test, many people in the norm group achieve a perfect or near perfect score, making a range of percentile ranks possible. When this happens, the conventional norming procedure is to assign the middle percentile rank of the range to the perfect score. For example, on the California Achievement Tests, Level 13 Phonic Analysis subtest, about eight percent of the norm population got a perfect score. According to statistical theory these students could be anywhere from the 92nd to 99th percentile. The middle percentile rank, 96, was thus assigned to the perfect score.

4. It should be noted that the norm group is not necessarily representative of overall national performance. Test publishers generally have to use whatever districts will agree to participate in norming samples. There is no guarantee that they have been able to include the proper proportion of high-, middle-, and low-scoring students. That is one of the reasons for Potential Problem Number 1 discussed earlier in the "Analytic Considerations" section.

average, i.e., 50th percentile. The percentage of students scoring at or above this point on the Total Battery in MCPS averaged 83 across all grades tested and ranged from 86 in Grade 5 to 79 in Grade 11. This high level of performance is shown in Figure 2 where the percentage of students scoring at each stanine is shown for the national group and for the four MCPS grades combined. The national stanine distribution is symmetrical with equal percentages falling above and below the average of five. The distribution for MCPS is very different, with the percentage scoring in the high stanines (i.e., 7, 8, and 9) much higher than the national distribution. For example, 24 percent of the MCPS students scored at the ninth stanine compared to 4 percent nationally. The pattern is reversed for the low stanines, with less than 1 percent of the MCPS students scoring in the bottom two stanines compared to 11 percent nationally.

The pattern of results does not change very much across the major subjects, with 85 percent being at or above the national average in math, 83 percent in language, and 80 percent in reading. These are all improvements from the previous year. Table A1 in the Appendix shows the number and percentage of students scoring at or above the national average by major subject area in each grade.

Historical trends within MCPS. The students tested in the fall of 1985 improved slightly from the already high level of performance demonstrated by students tested in the previous five years. In all four grades tested, the average Total Battery score increased from 1980. These increases ranged from four NCE points in Grades 11 to seven points in Grade 3. In all grades except 5, the mean increased from last year by one or two points. The Grade 5 average remained the highest even though there was no increase. The six-year trends are shown in Figure 3.

On all 33 subtests administered across four grades, there was an increase in the county average from 1980 to 1985. All of the gains were small, especially when it is noted that they are for six years. The largest gains were nine NCE points in Grade 3 Math Computation and eight NCE points in Grades 3 and 5 Language Mechanics and Grade 8 Math Computation. Average scores on all of the subtests increased or remained the same from last year. The detailed data showing historical trends are found in Table A2 in Appendix A.

When reviewing these historical trends, the potential analytic problems discussed earlier should be kept in mind. The encouraging trends may be the result of excellent teaching. However, they also may be because different students are tested each year and the new group of students may be slightly smarter.

Influence of ceiling effect. The ceiling effect was strongest in Grade 3 on the reading and language subtests (see Figure 4). Scores of from 35 to 63 percent of the students tested may have been lowered by the ceiling effect on these subtests. Reference Skills scores in Grades 5, 8, and 11 were similarly affected with from 34 to 55 percent of the scores possibly lowered. See Table A3 in Appendix A for detailed data.

Results for stable and mobile groups. Students who remained in MCPS for several years tended to score higher than those who were here for less time. This is shown at all grade levels tested in two different ways. The first

Figure 2

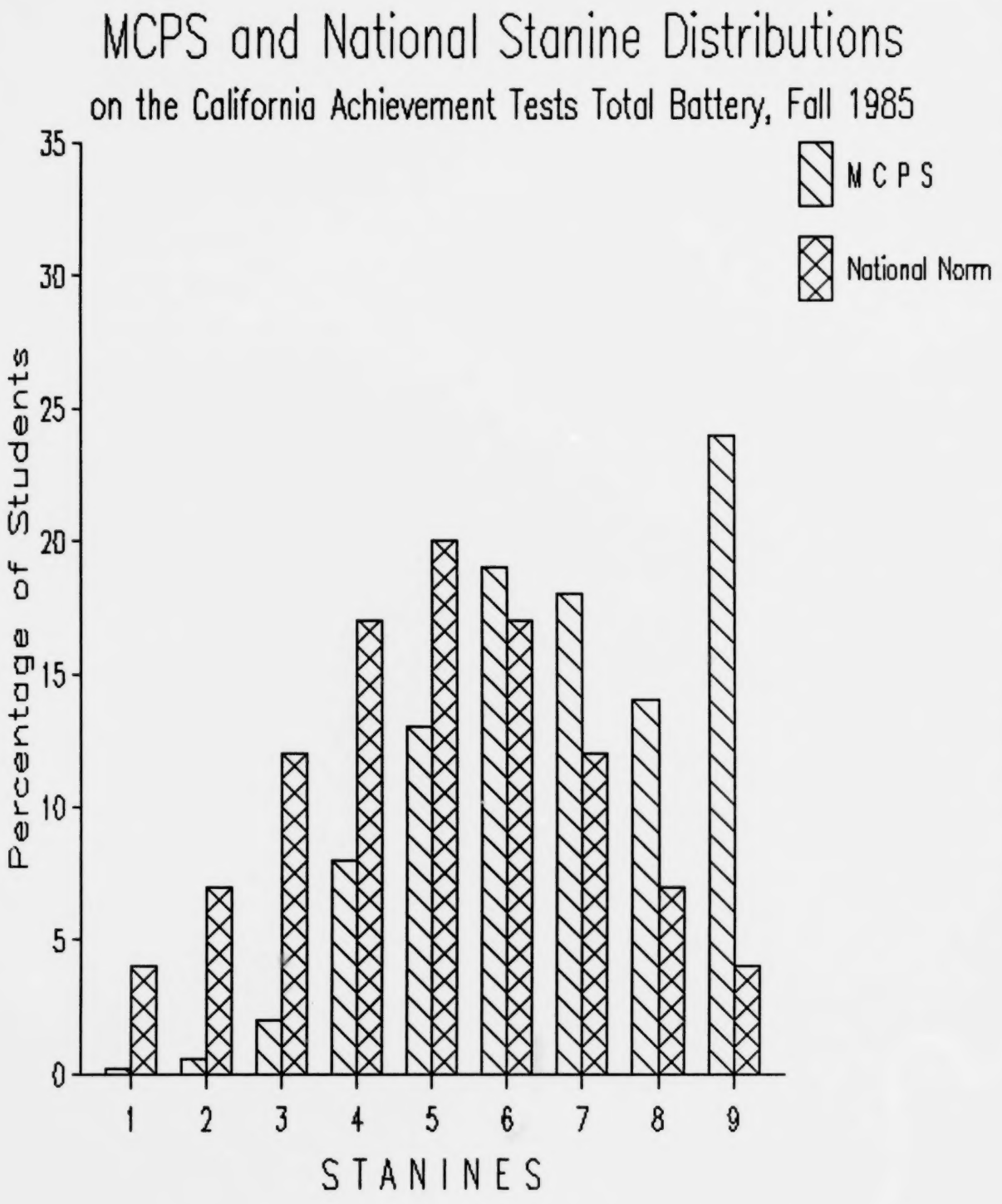

MCPS and National Stanine Distributions
on the California Achievement Tests Total Battery, Fall 1985
M C P S
National Norm
Percentage of Students
0
5
10
15
20
25
30
35
1
2
3
4
5
6
7
8
9
STANINES

Figure 3

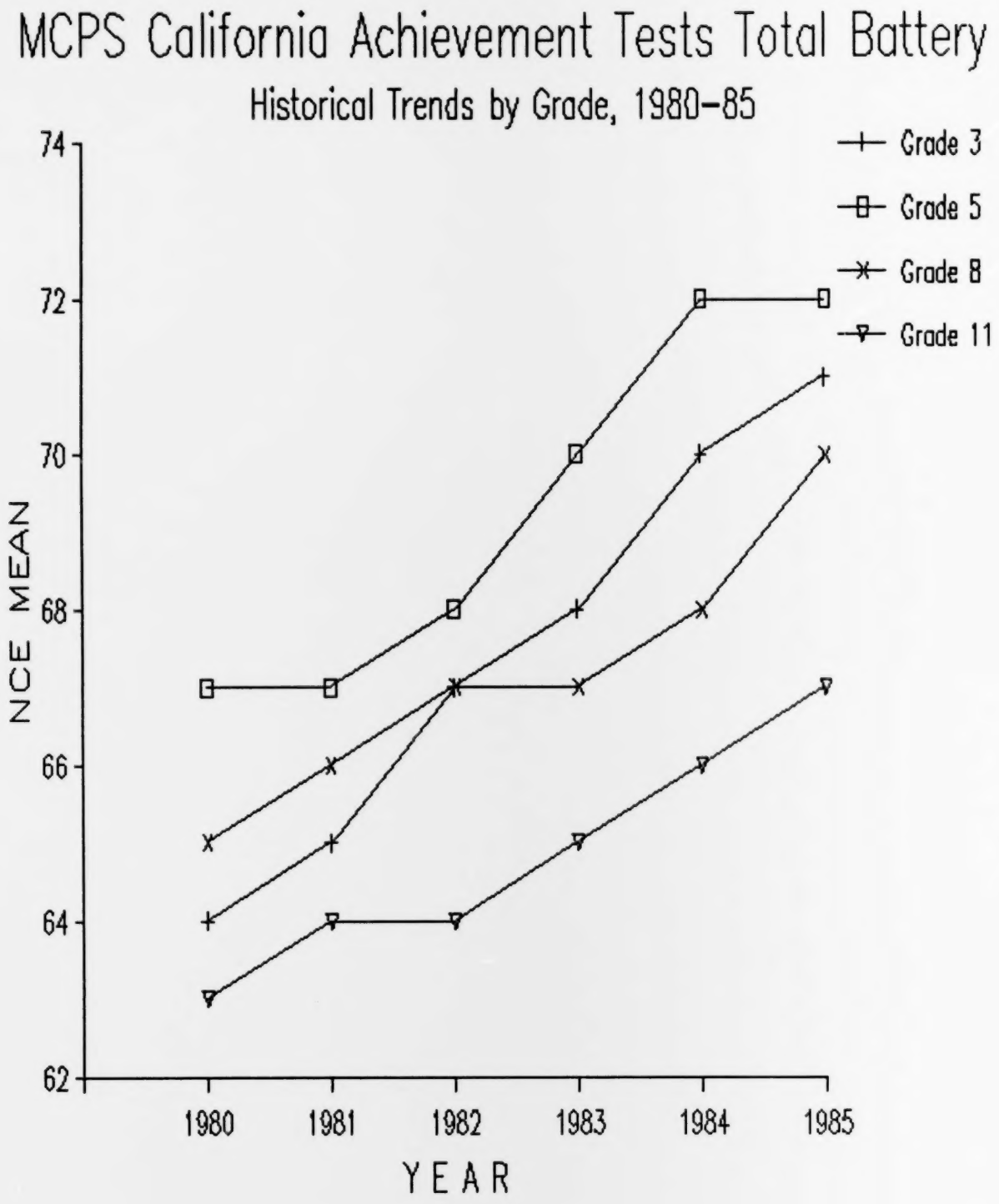
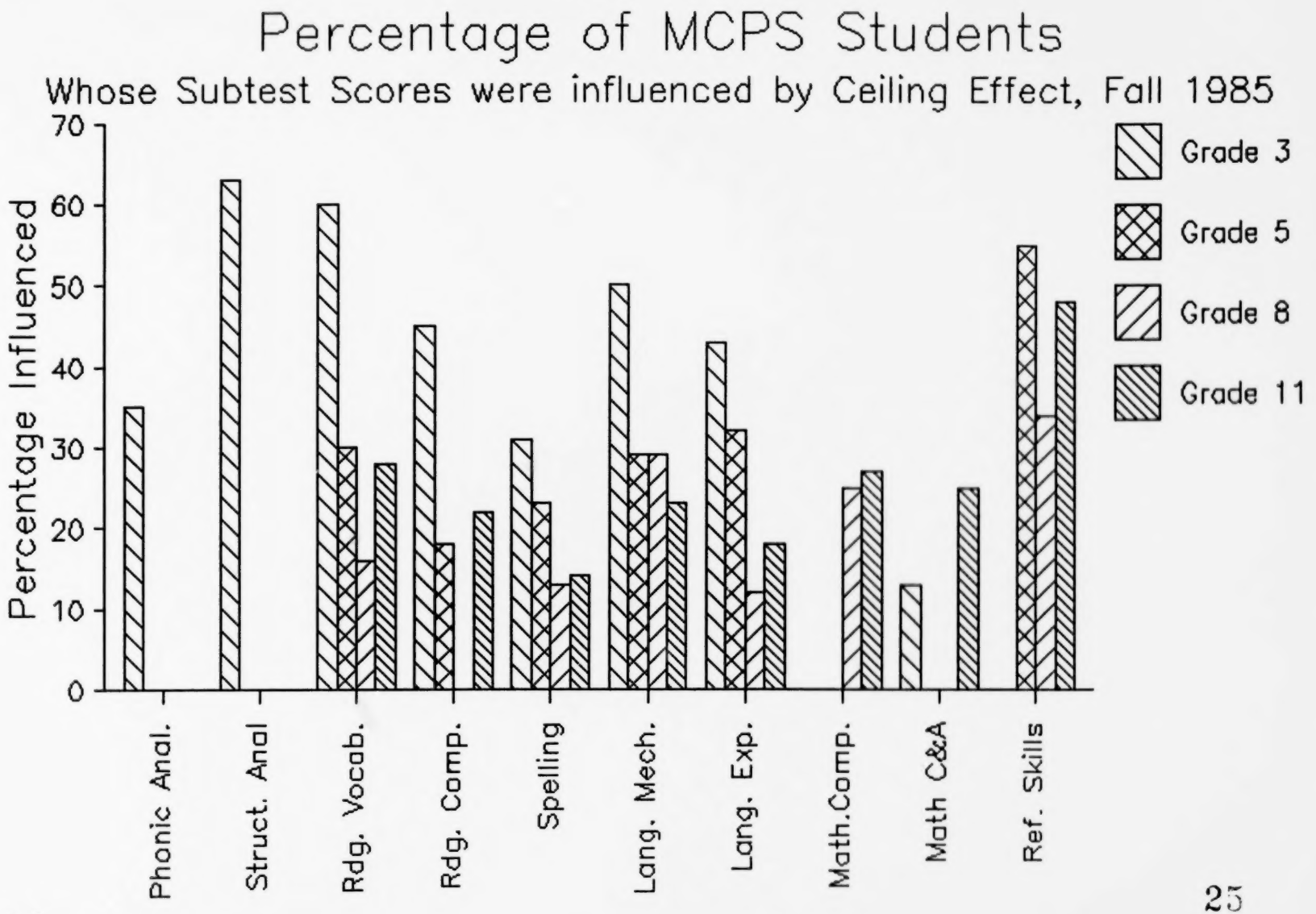

MCPS California Achievement Tests Total Battery
Historical Trends by Grade, 1980-85
Grade 3
Grade 5
Grade 8
Grade 11
NCE MEAN
74
72
70
68
66
64
62
1980
1981
1982
1983
1984
1985
YEAR

Figure 4


Percentage of MCPS Students
Whose Subtest Scores were influenced by Ceiling Effect, Fall 1985
Percentage Influenced
70
60
50
40
30
20
10
0
Grade 3
Grade 5
Grade 8
Grade 11
Phonic Anal.
Struct. Anal
Rdg. Vocab.
Rdg. Comp.
Spelling
Lang. Mech.
Lang. Exp.
Math.Comp.
Math C&A
Ref. Skills

analysis looks at students who were tested in MCPS in more than one grade (longitudinal group) and compares their results to those who were here for only one test administration (nonlongitudinal group). Three groups of longitudinal students were identified — those tested in MCPS in both Grades 3 and 5, those tested in MCPS in both Grades 5 and 8, and those tested in MCPS in both Grades 8 and 11. All three groups scored six NCE points higher in 1985 than did the students tested in the same grade in 1985 who were not in MCPS for the previous test administration to that group.

The pattern cited above is also present when the 1985-86 eighth grade longitudinal group is divided into those who have been tested in MCPS in three grades (3, 5, and 8) and those who have been tested in only two (5 and 8). The three grade group averaged five NCE points higher than the two grade group on the eighth grade Total Battery. The results for the longitudinal and nonlongitudinal groups are presented in Tables A4 to A10 in Appendix A and in Figure 5.

The second analysis of results for stable and mobile students relates number of years in MCPS and test performance. This analysis breaks down the longitudinal group by the number of years they have been in MCPS. All students who have been here at least five years before the fall of 1985 are grouped together because that is the length of time this information has been kept on the school system's central computer. In third grade nobody who has been here more than three years prior to the third grade is included. A large portion of this group would be students who have failed a grade; and, therefore, this would be an atypical group.

This time analysis shows a slight, somewhat inconsistent increase in test scores the longer a student is in MCPS. Time in MCPS had the strongest effect on the eighth grade test where students who had been here at least five years scored seven NCE points higher than did new students. The smallest such difference was three points in Grade 5. While the overall trend was increasing test scores as time in MCPS increased, there were fluctuations to this pattern. For example, in Grade 8, students who had been in MCPS one year averaged one or two points higher than those who had been here between two and four years. The CAT results by time in MCPS are presented in Table A11 in Appendix A. Figure 6 shows the trends.

Data by Racial/Ethnic Group

MCPS began reporting test data by racial/ethnic groups in 1978 as a part of the systemwide effort to monitor educational equity. The change in tests six years ago has not led to any significant change in the results from those reported in earlier years. The results for the fall of 1985 administration are highlighted by the following:

- Average scores for all racial/ethnic groups were at or above the overall national norm average on the Total Battery and in the three major subject areas on the test.

- Compared to 1980 results, average scores on the Total Battery increased slightly in all four grades for black and white students. The average score increased in three grades for Asian students and in two grades for Hispanic students.

Figure 5

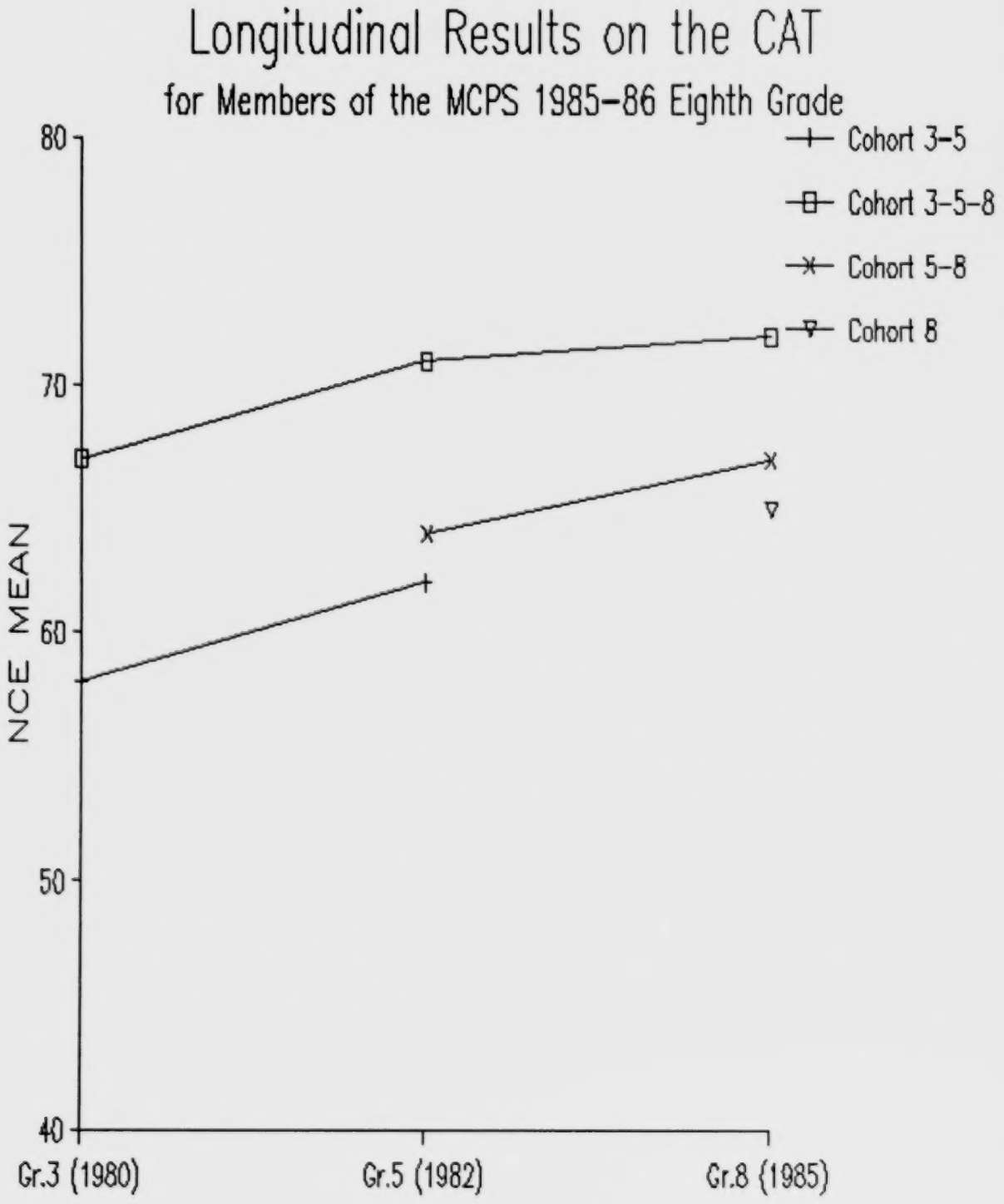
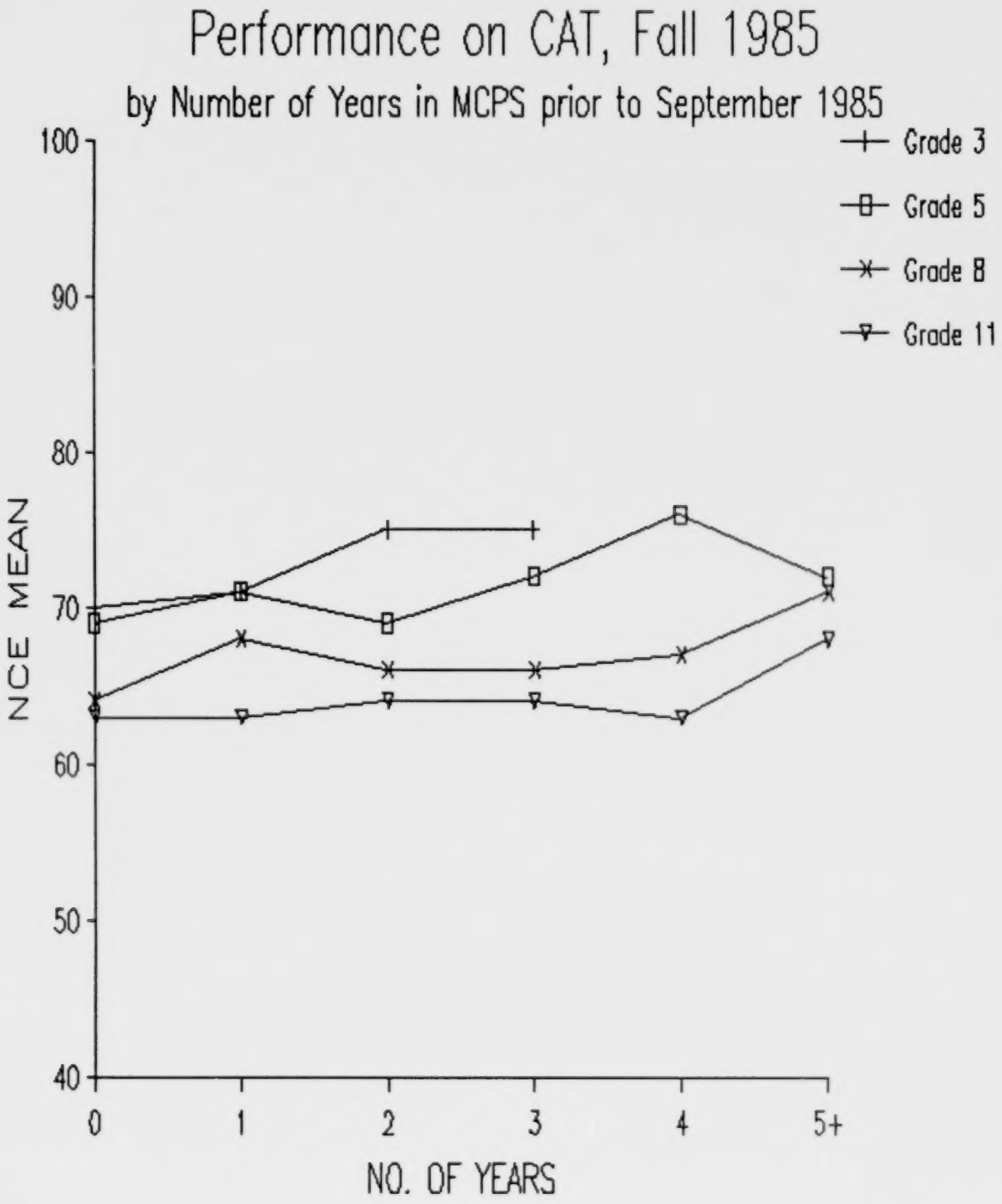

Longitudinal Results on the CAT
for Members of the MCPS 1985-86 Eighth Grade
Cohort 3-5
Cohort 3-5-8
Cohort 5-8
Cohort 8
NCE MEAN
80
70
60
50
40
Gr.3 (1980)
Gr.5 (1982)
Gr.8 (1985)

Figure 6


Performance on CAT, Fall 1985
by Number of Years in MCPS prior to September 1985
Grade 3
Grade 5
Grade 8
Grade 11
NCE MEAN
100
90
80
70
60
50
40
0
1
2
3
4
5+
NO. OF YEARS

- Asian and Hispanic students who were tested in MCPS in at least two grades had test score trends that were as good as or better than the county trend. The trend for black students was better than the county from Grade 5 to 8 but not as good as the county from Grade 3 to 5 and from 8 to 11.

- White students scored substantially[5] higher than black and Hispanic students on the Total Battery in all grades tested. Asian student scored slightly higher than white students in three grades and the same in Grade 11.

- The score difference between black and white students tended to decrease slightly from 1980 in all four grades tested. The score difference between Hispanic and white students has increased slightly in all four grades across the six years.

- MCPS black and Hispanic students score well above their counterparts nationally. When compared with members of their racial/ethnic group nationally, MCPS black and Hispanic students generally perform as well on the CAT as do MCPS white students.

Historical score trends for MCPS racial/ethnic groups. The overall county trend of a slight increase from 1980 to 1985 on the Total Battery was also reflected in the results for black and white students. Black students had the best trends with a seven- to eight-NCE-point increase across the grades. White students had four-to seven-NCE-point increases in each grade.

Asian students had smaller (three- to six-point) score increases in three grades and no change in Grade 8.

Scores for Hispanic students increased three and two points in Grades 3 and 5, respectively, and were unchanged in Grades 8 and 11. The historical trends for each group are shown in Figures 7 to 10. The data are presented in Tables A12 to A15.

Longitudinal score trends for MCPS racial/ethnic groups. Another way to look at score trends for the various racial/ethnic groups is by tracing the results for the same students for two or more test administrations, i.e., longitudinal analysis. This overcomes the problem of comparing scores for students with possibly different levels of ability. However, score changes in a longitudinal analysis could be the result of differences in the norms at each grade and, thus, still make interpretation difficult. Some meaning can be derived from group trends if these norm differences can be taken into account. One way to do this is to establish a baseline against which to compare each group trend. The county longitudinal trend can be used as this baseline. Since white students makeup about 75 percent of the students

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5. Substantial is defined here as at least eight NCE points. This is more than one-third of a standard deviation, a criterion often used to indicate meaningful differences. This standard has been chosen instead of using classical tests of statistical significance. This is because a small difference, say two or three points, can be statistically significant if large groups are being compared. Such a small "significant" difference probably has no practical implication.

Figure 7

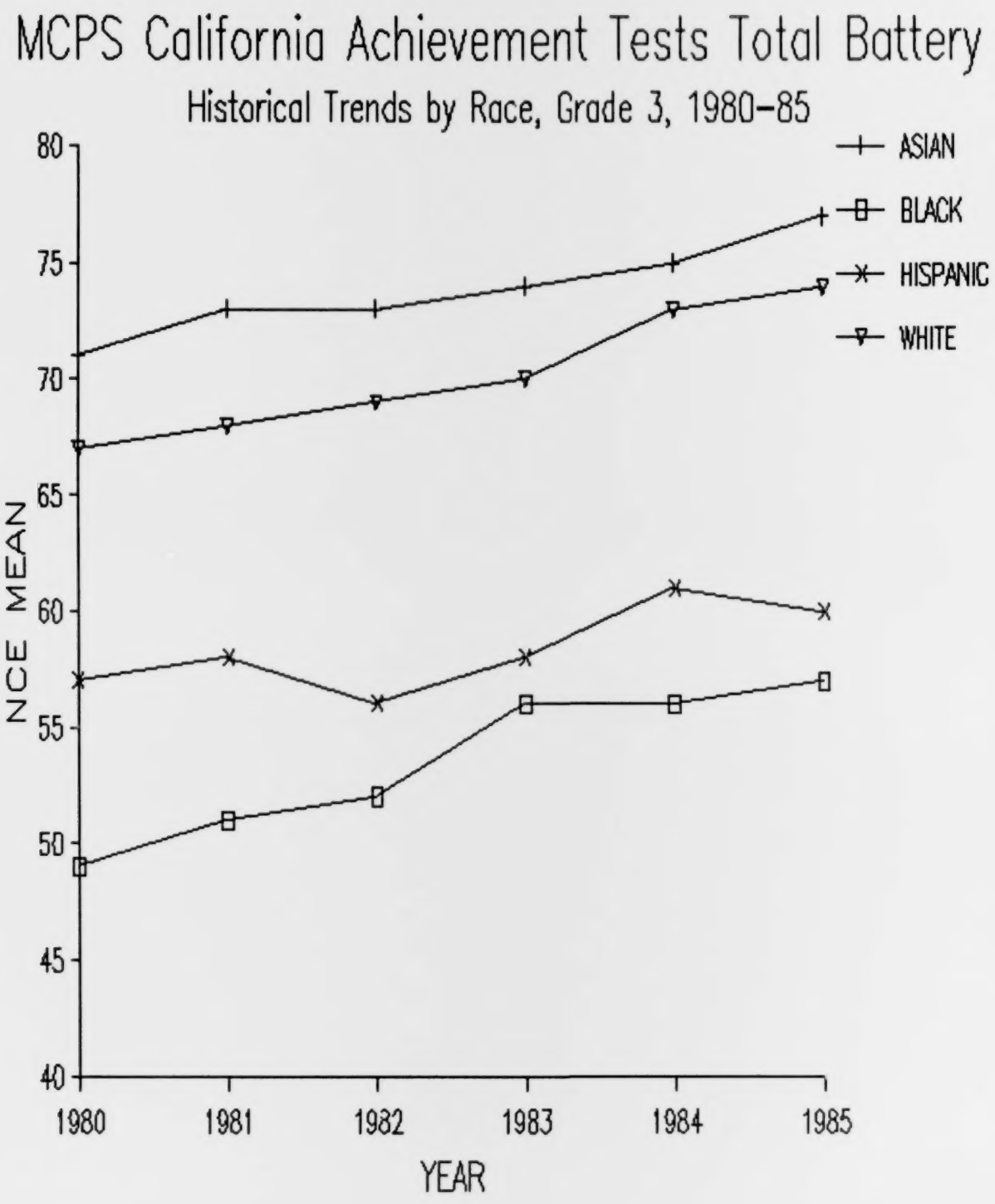

MCPS California Achievement Tests Total Battery
Historical Trends by Race, Grade 3, 1980-85
ASIAN
BLACK
HISPANIC
WHITE
NCE MEAN
80
75
70
65
60
55
50
45
40
1980
1981
1982
1983
1984
1985
YEAR

Figure 8

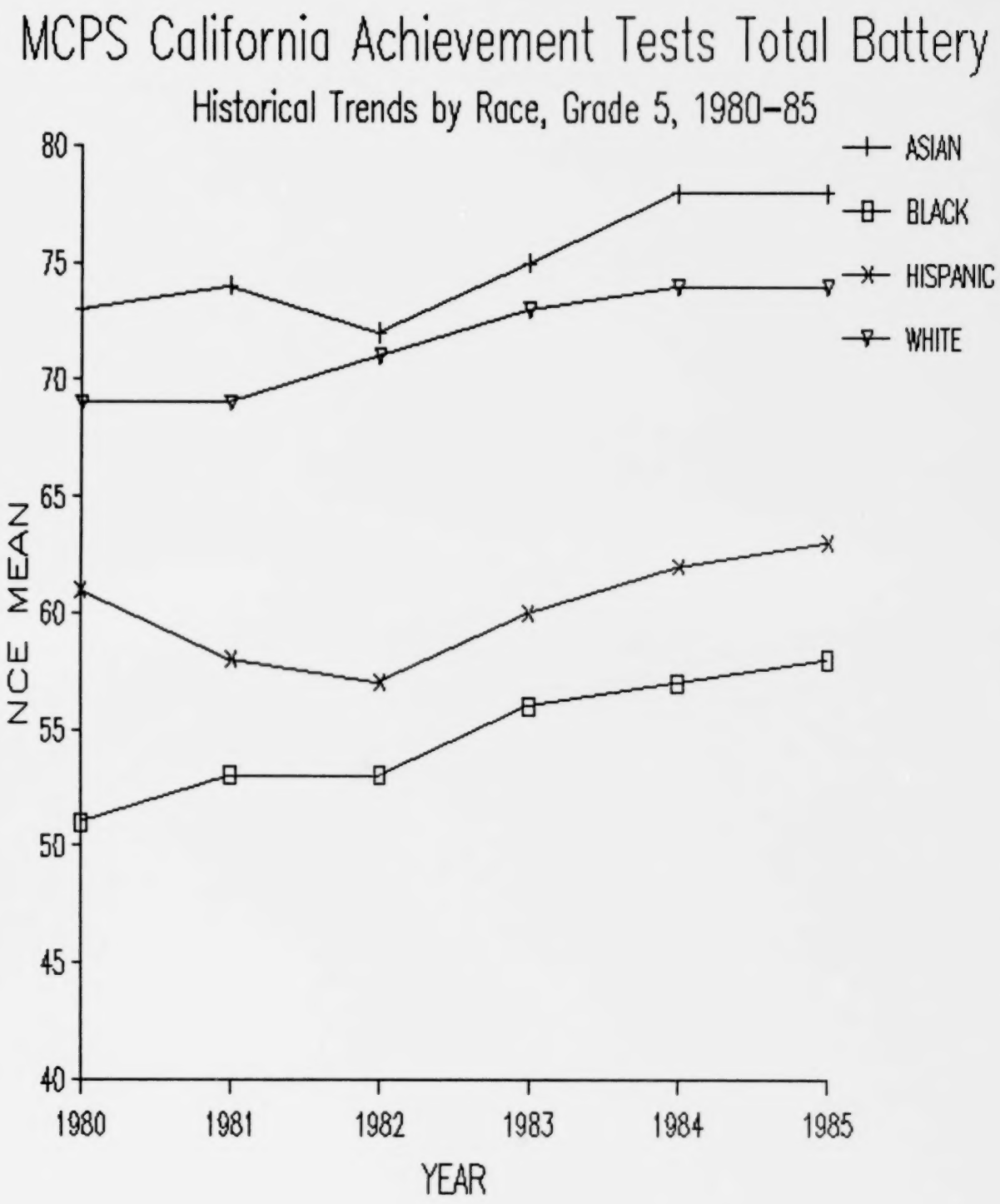

MCPS California Achievement Tests Total Battery
Historical Trends by Race, Grade 5, 1980-85
ASIAN
BLACK
HISPANIC
WHITE
NCE MEAN
80
75
70
65
60
55
50
45
40
1980
1981
1982
1983
1984
1985
YEAR

Figure 9

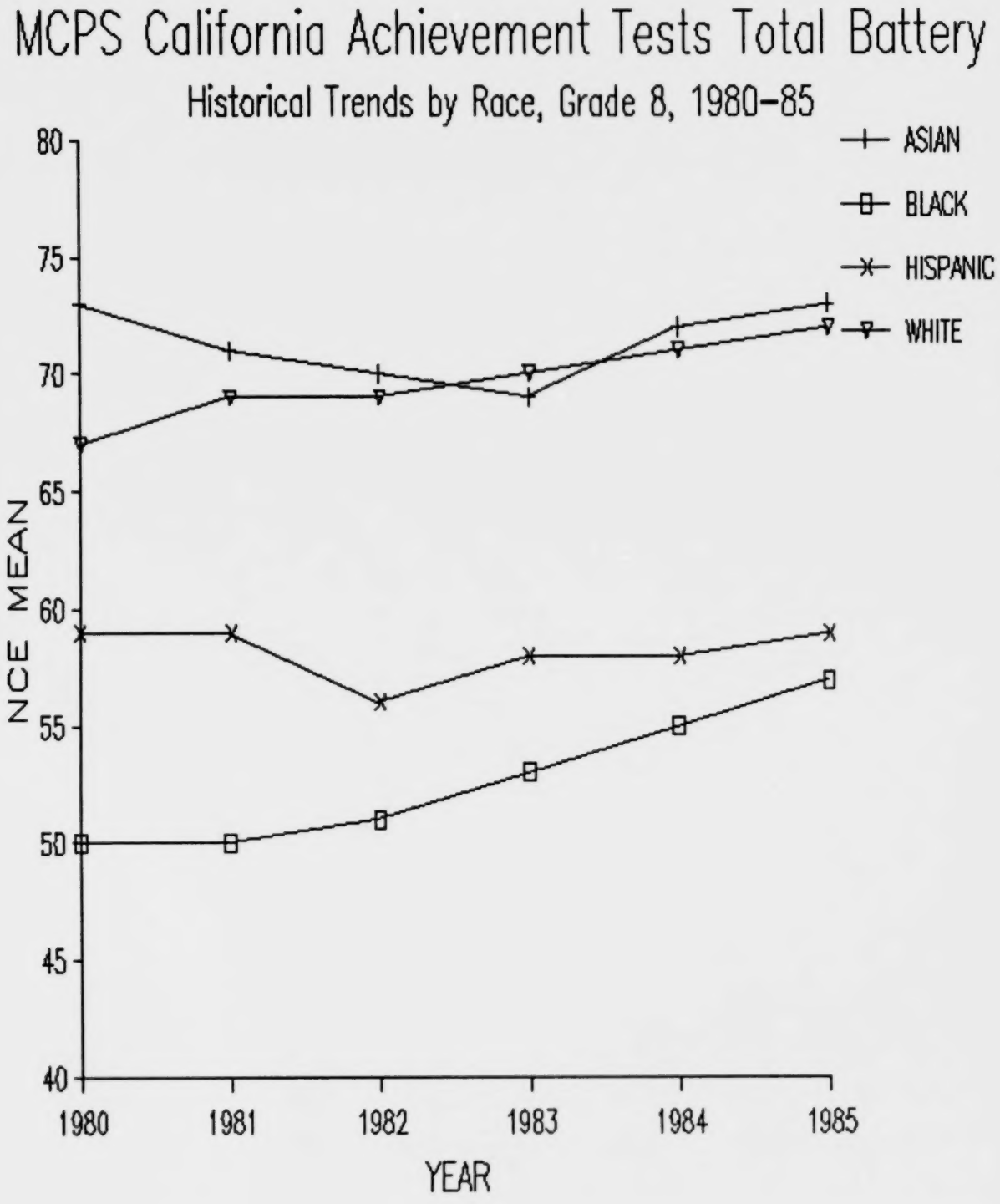
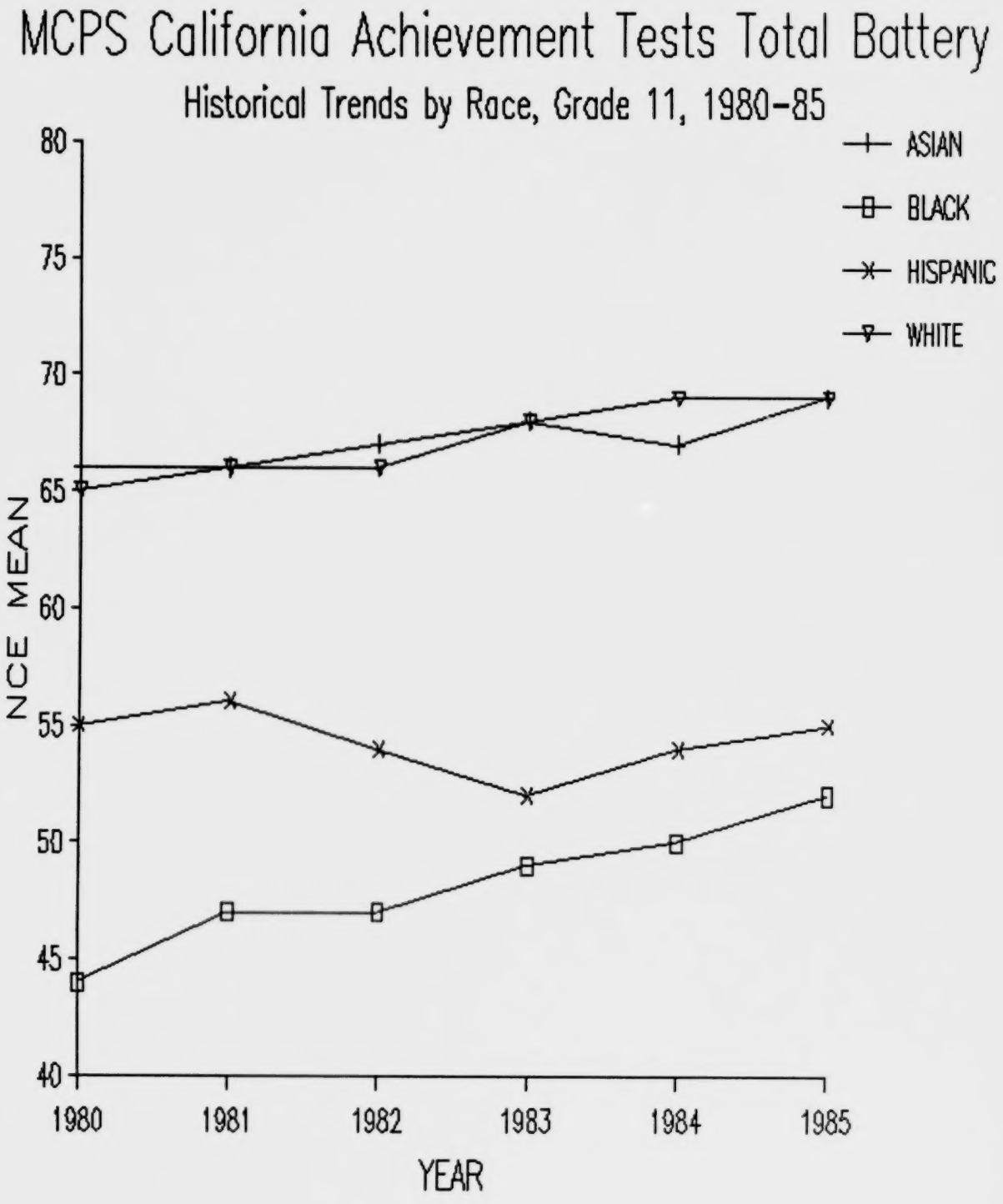

MCPS California Achievement Tests Total Battery
Historical Trends by Race, Grade 8, 1980-85
ASIAN
BLACK
HISPANIC
WHITE
NCE MEAN
80
75
70
65
60
55
50
45
40
1980
1981
1982
1983
1984
1985
YEAR

Figure 10


MCPS California Achievement Tests Total Battery
Historical Trends by Race, Grade 11, 1980-85
ASIAN
BLACK
HISPANIC
WHITE
NCE MEAN
80
75
70
65
60
55
50
45
40
1980
1981
1982
1983
1984
1985
YEAR

tested, their trend is usually the same as the county trend.

Asian and Hispanic students generally had trends as good as or better than the county trend on the total test. This was true for four different longitudinal groups. Three of the groups were students who were tested in two grades -- Grade 3 (1983) and Grade 5 (1985); or Grade 5 (1982) and Grade 8 (1985); or Grade 8 (1982) and Grade 11 (1985). The fourth group was students who were tested three times -- Grade 3 (1980), Grade 5 (1982), and Grade 8 (1985). In each group the score gains from the first to the last testing were at least as good for the minority students as for the total county.

The longitudinal trend for black students was better than the county trend only from Grade 5 to 8 and for the three-test administration group. In the other two longitudinal groups, the trend for black students was poorer than the county trend.

Figures 11 and 12 illustrate these trends. Longitudinal and nonlongitudinal results for the county and by race are shown in Tables A4 and A10.

Effect of time in MCPS on test scores of racial/ethnic groups. The overall county trend of increasing CAT scores as time in MCPS increases is shown by all major racial/ethnic groups. This trend is strongest for Asian and Hispanic students. This is not surprising since the great majority of MCPS students who are from another country and whose native language is not English, are in these two groups. While students who do not know English are exempted from the test, even after they learn enough English to take the test, there could be some language problems that lower their scores. These problems are less likely to occur the longer the student has been in the United States and in MCPS.

The fact that new students to MCPS tend to score lower than those who have been here for awhile has a stronger influence on the overall average for Hispanic students than for other racial/ethnic groups because there are, proportionally, more new Hispanics in MCPS than there are new students in the other groups. The relationship between time in MCPS and test scores for racial/ethnic groups is shown in Figure 13. The data are presented in Table A11.

Majority/Minority score comparisons within MCPS. White students averaged between 15 (Grade 8) and 17 (Grades 3 and 11) NCE points higher than black students on the Total Battery. These differences are substantial and have remained fairly constant since 1980. The largest change has been a four-point decline in Grade 11. The differences were similar for each subject area.

White students averaged 11 (Grade 5) to 14 (Grades 3 and 11) points higher than Hispanic students on the Total Battery. In all grades the differences were larger than in 1980. The largest increase was five points in Grade 8.

Asian and white students generally score about the same on the CAT and that was true again in 1985. In Grades 3, 5, and 8 the Asian students averaged one to four points higher on the Total Battery. In Grade 11 the two groups had the same average. White students tended to do better in reading, while Asian students did better in math. The language results were mixed.

Figure 11

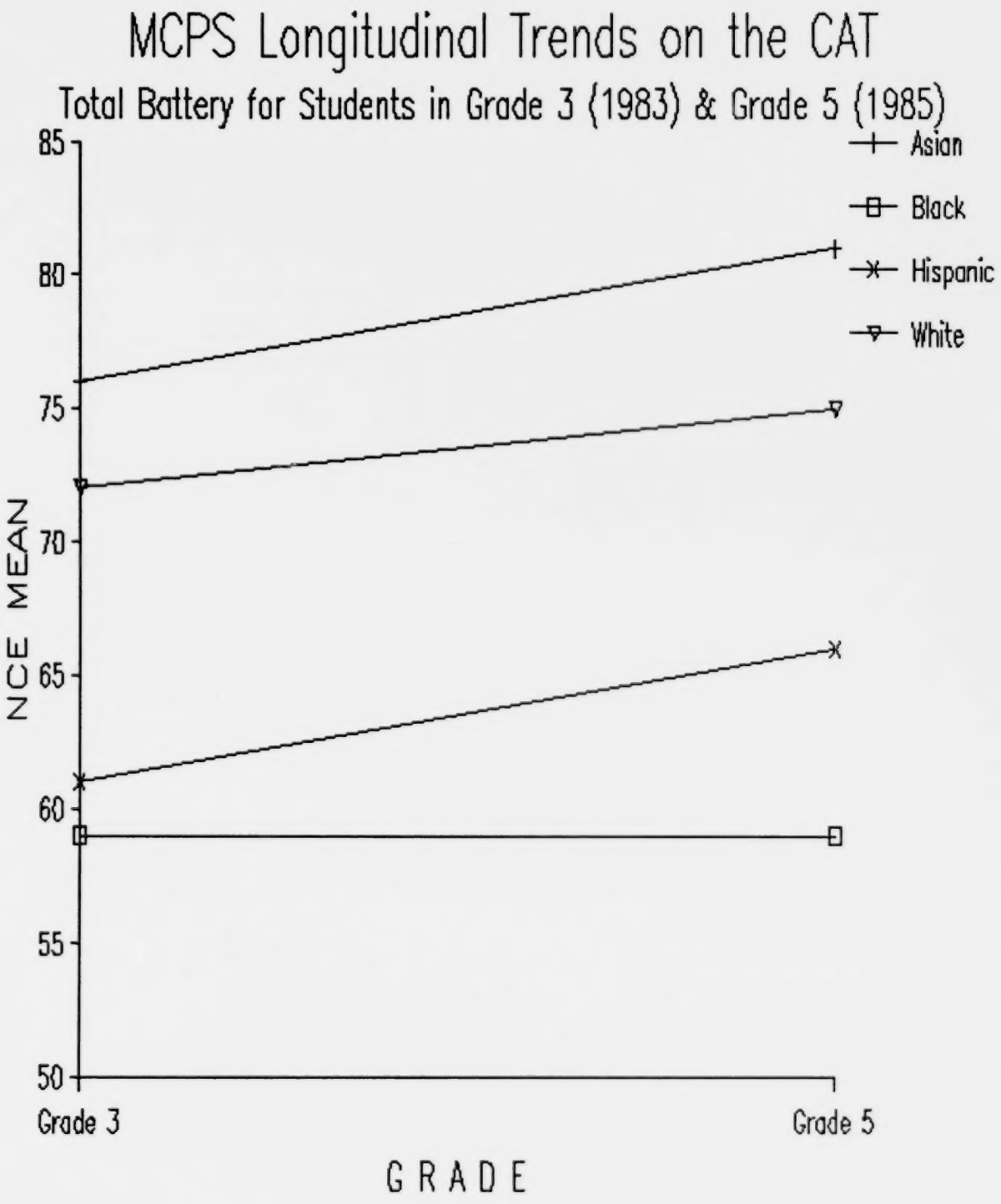

MCPS Longitudinal Trends on the CAT
Total Battery for Students in Grade 3 (1983) & Grade 5 (1985)
Asian
Black
Hispanic
White
85
80
75
70
65
60
55
50
NCE MEAN
Grade 3
Grade 5
GRADE

Figure 11 (Cont'd.)

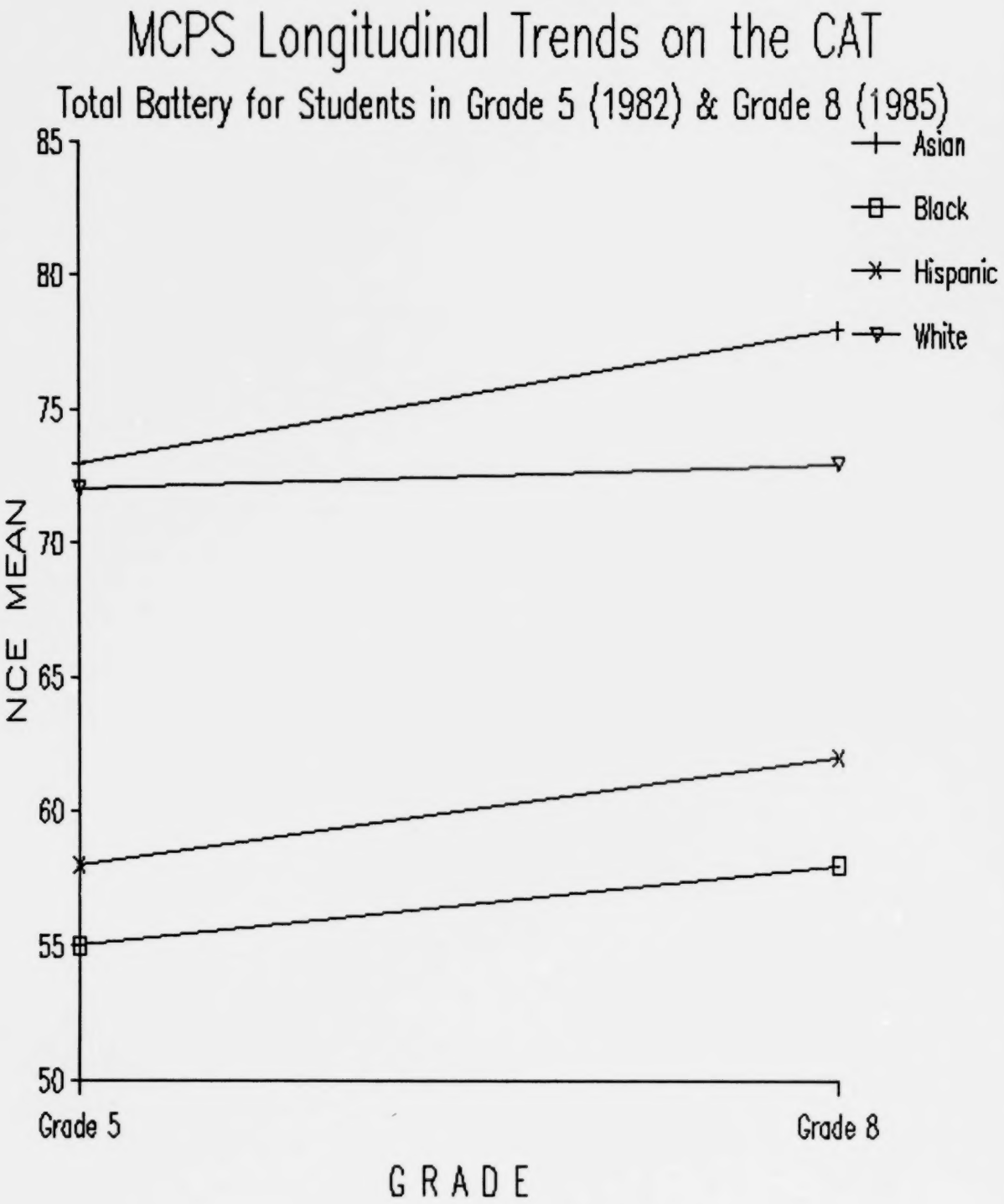


Figure 11 (Cont'd.)

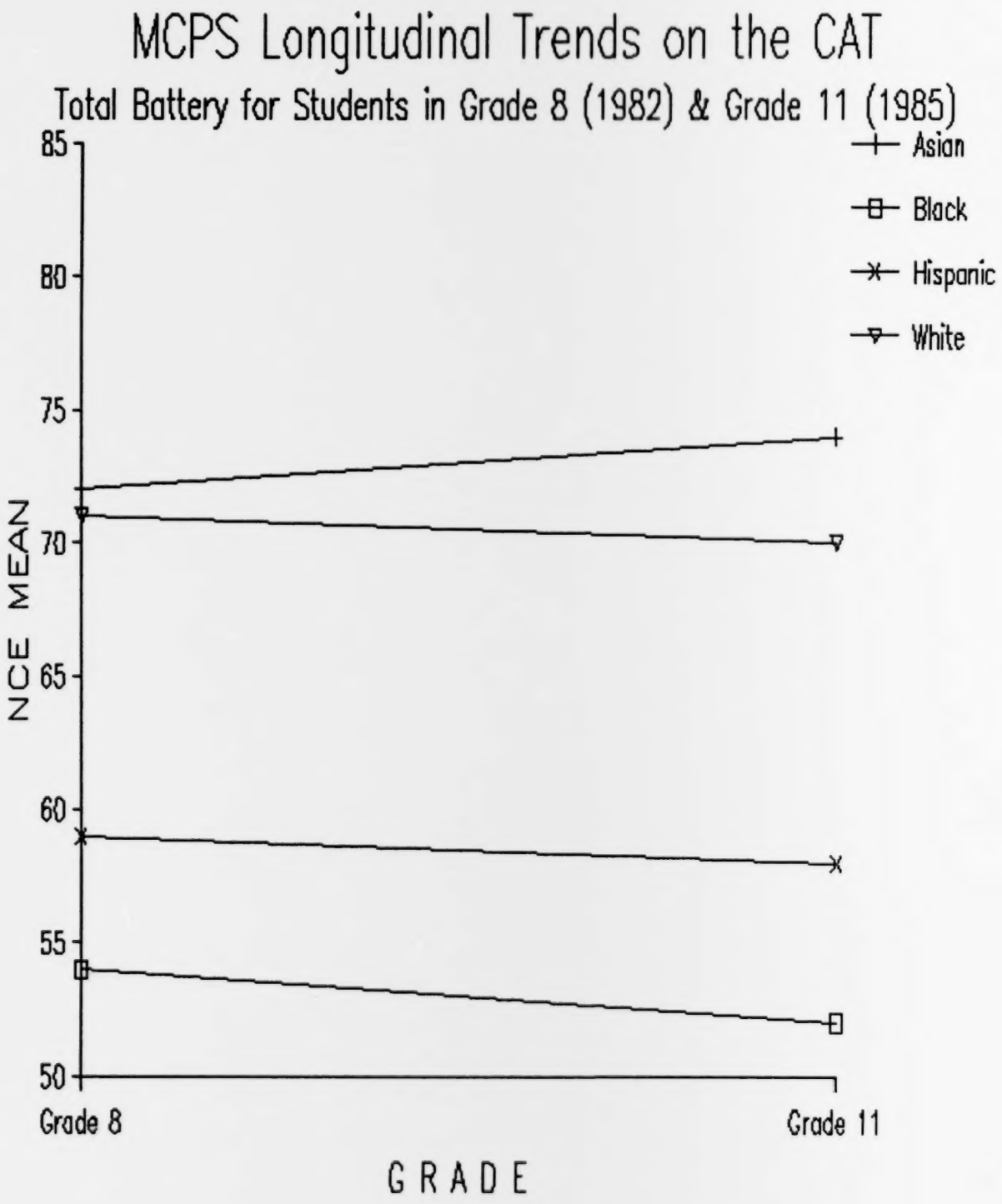


Figure 12

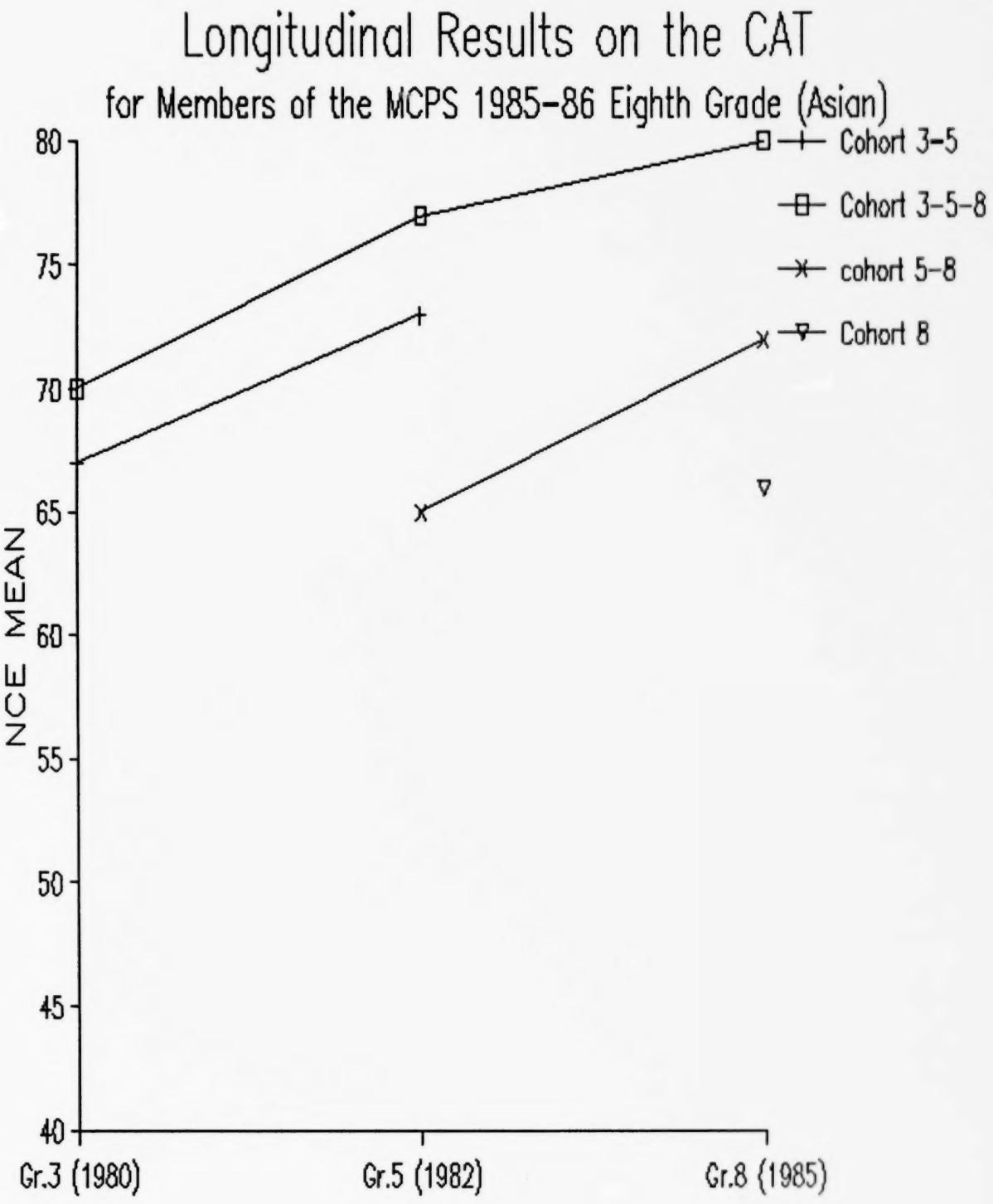

Longitudinal Results on the CAT
for Members of the MCPS 1985-86 Eighth Grade (Asian)
NCE MEAN
80
75
70
65
60
55
50
45
40
Gr.3 (1980)
Gr.5 (1982)
Gr.8 (1985)
Cohort 3-5
Cohort 3-5-8
cohort 5-8
Cohort 8

Figure 12 (Cont'd.)

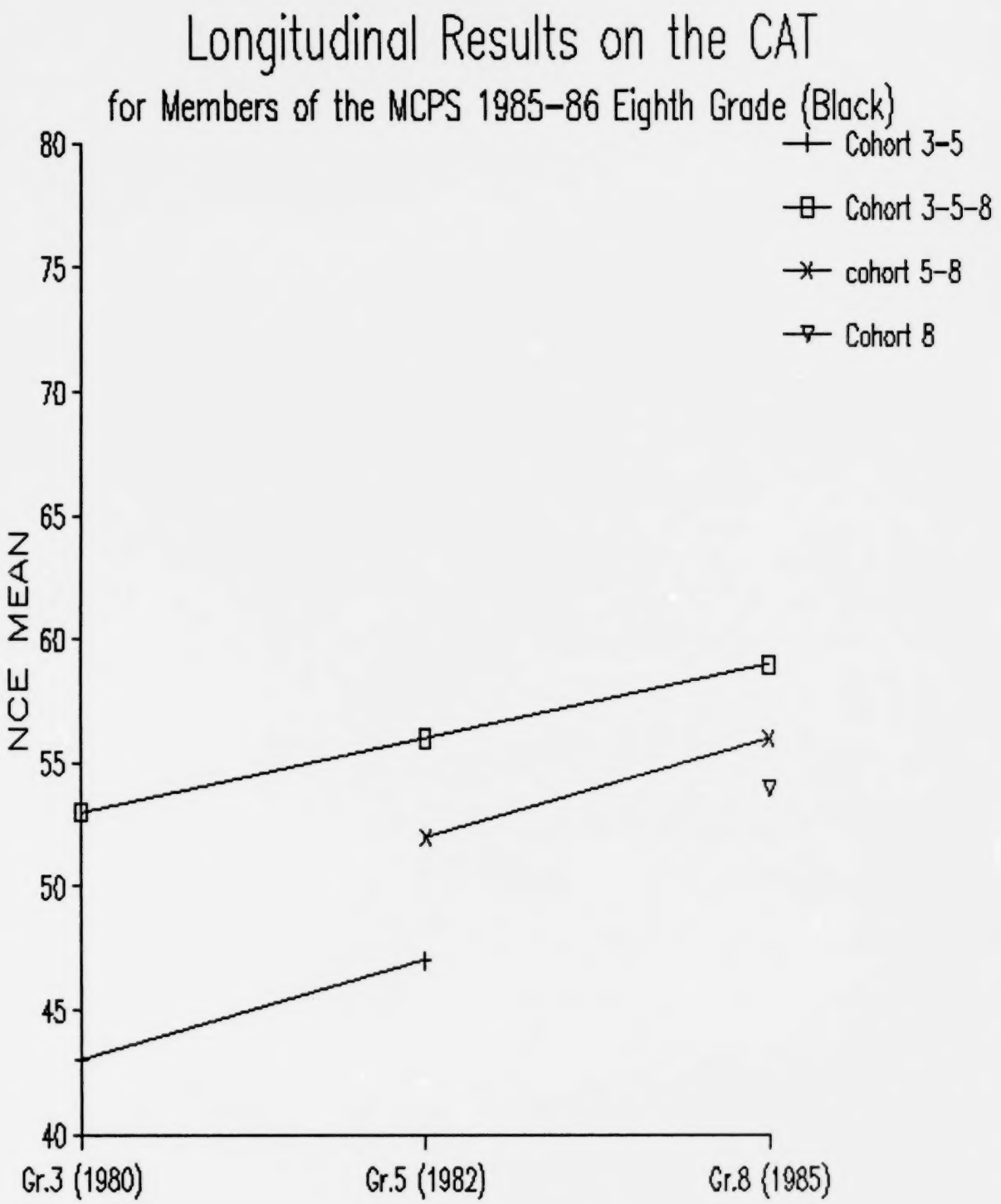


Figure 12 (Cont'd.)

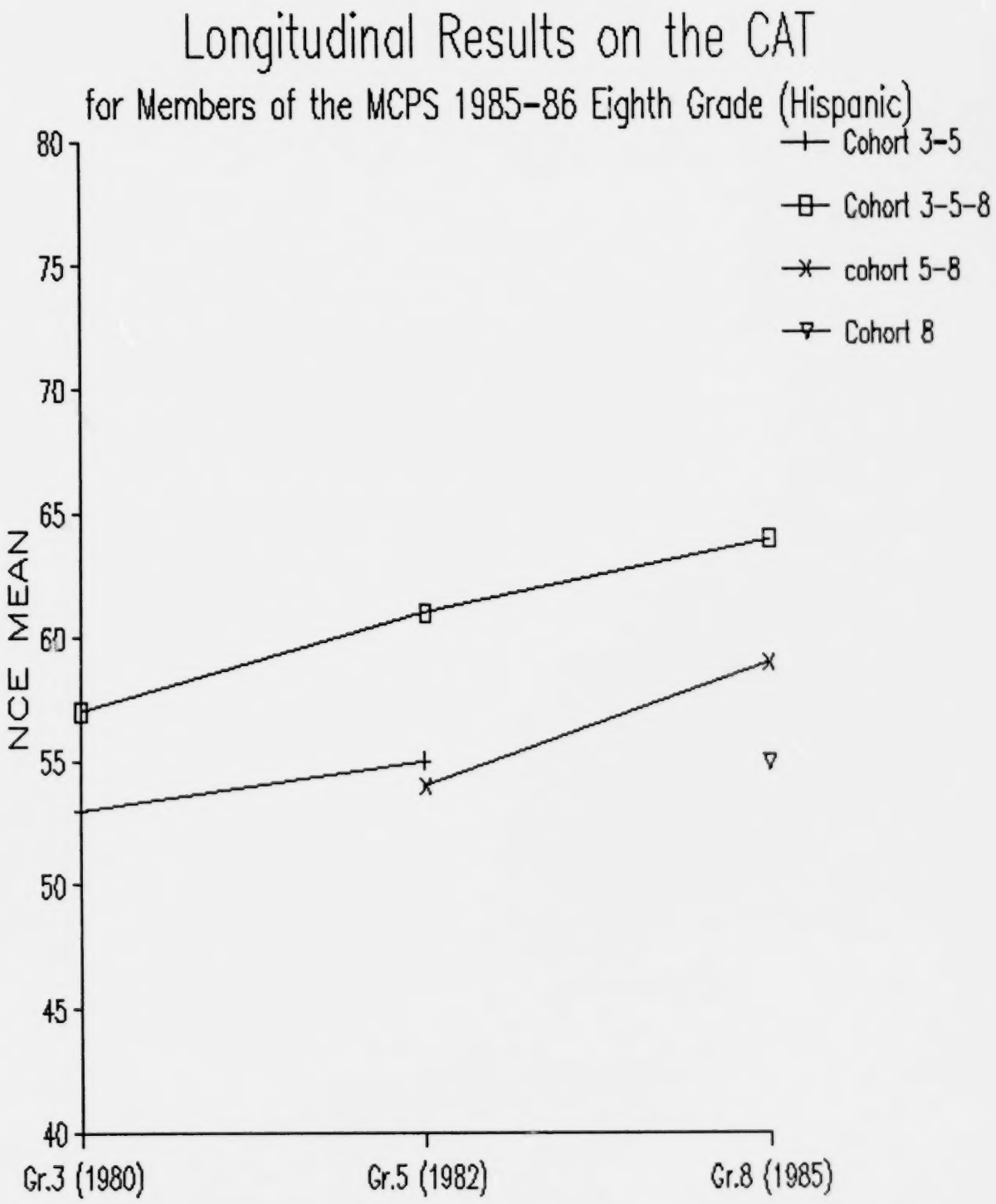


Figure 12 (Cont'd.)

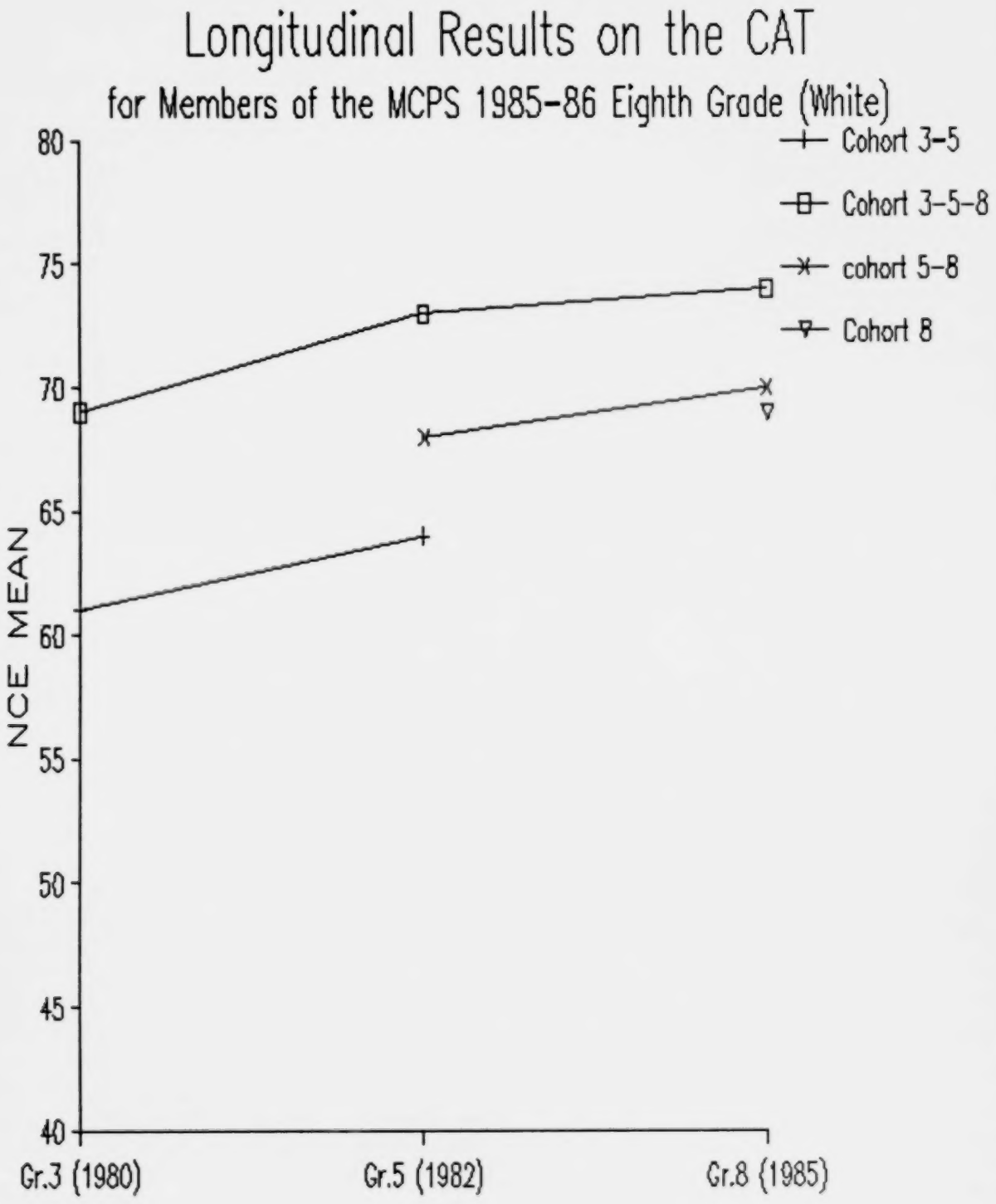


Figure 13

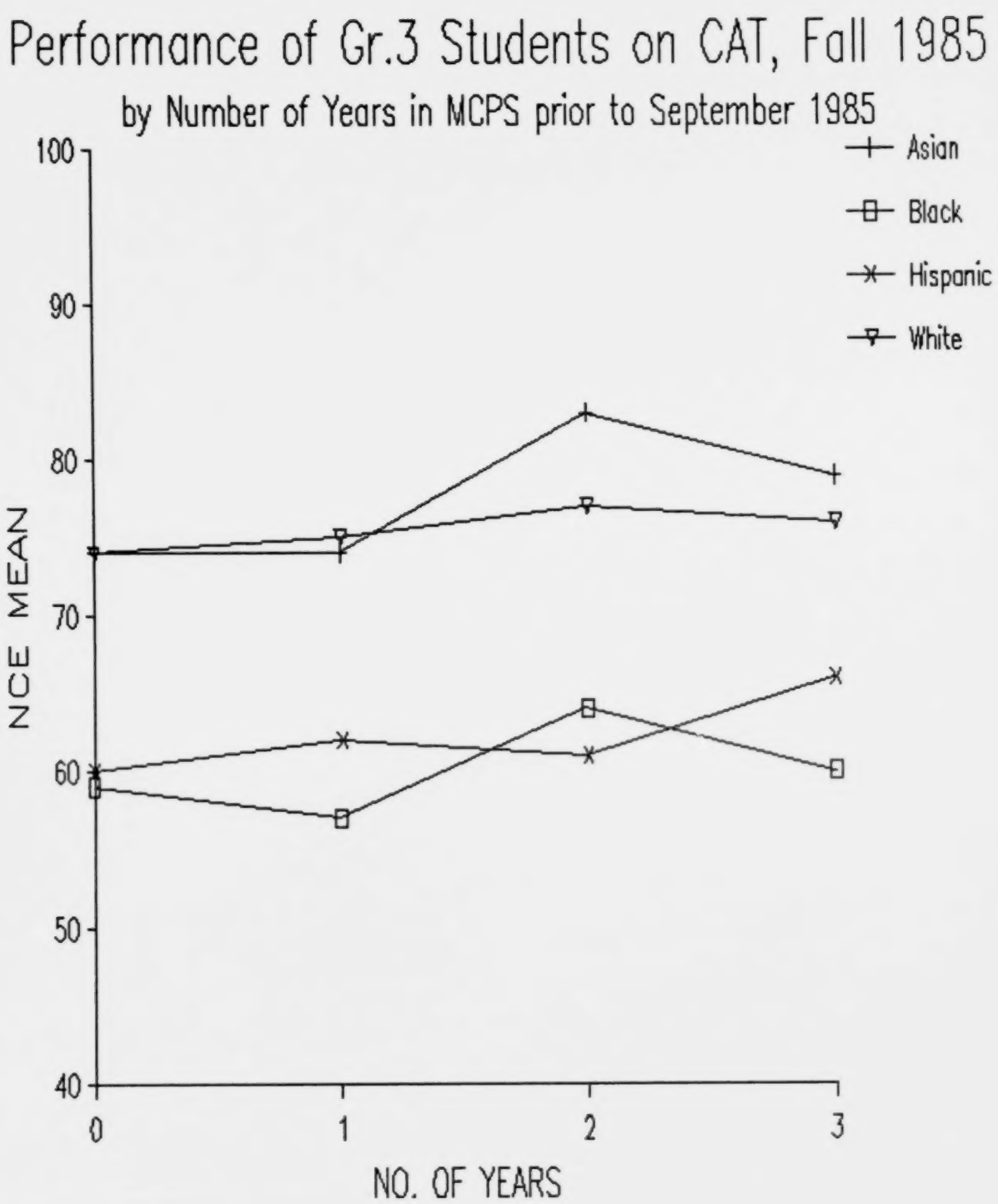

Performance of Gr.3 Students on CAT, Fall 1985
by Number of Years in MCPS prior to September 1985
Asian
Black
Hispanic
White
100
90
80
70
60
50
40
NCE MEAN
0
1
2
3
NO. OF YEARS

Figure 13 (Cont'd.)

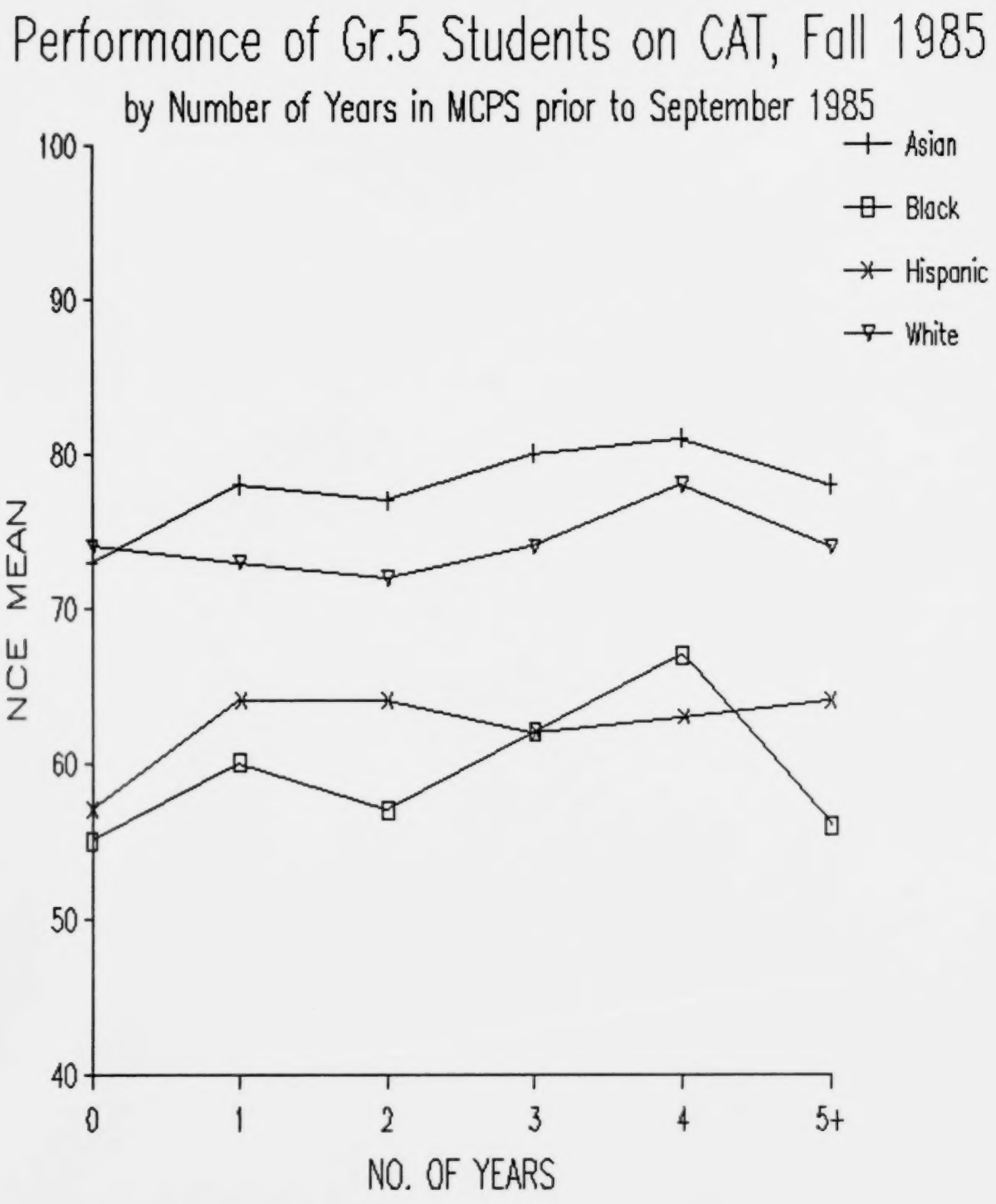


Figure 13 (Cont'd.)

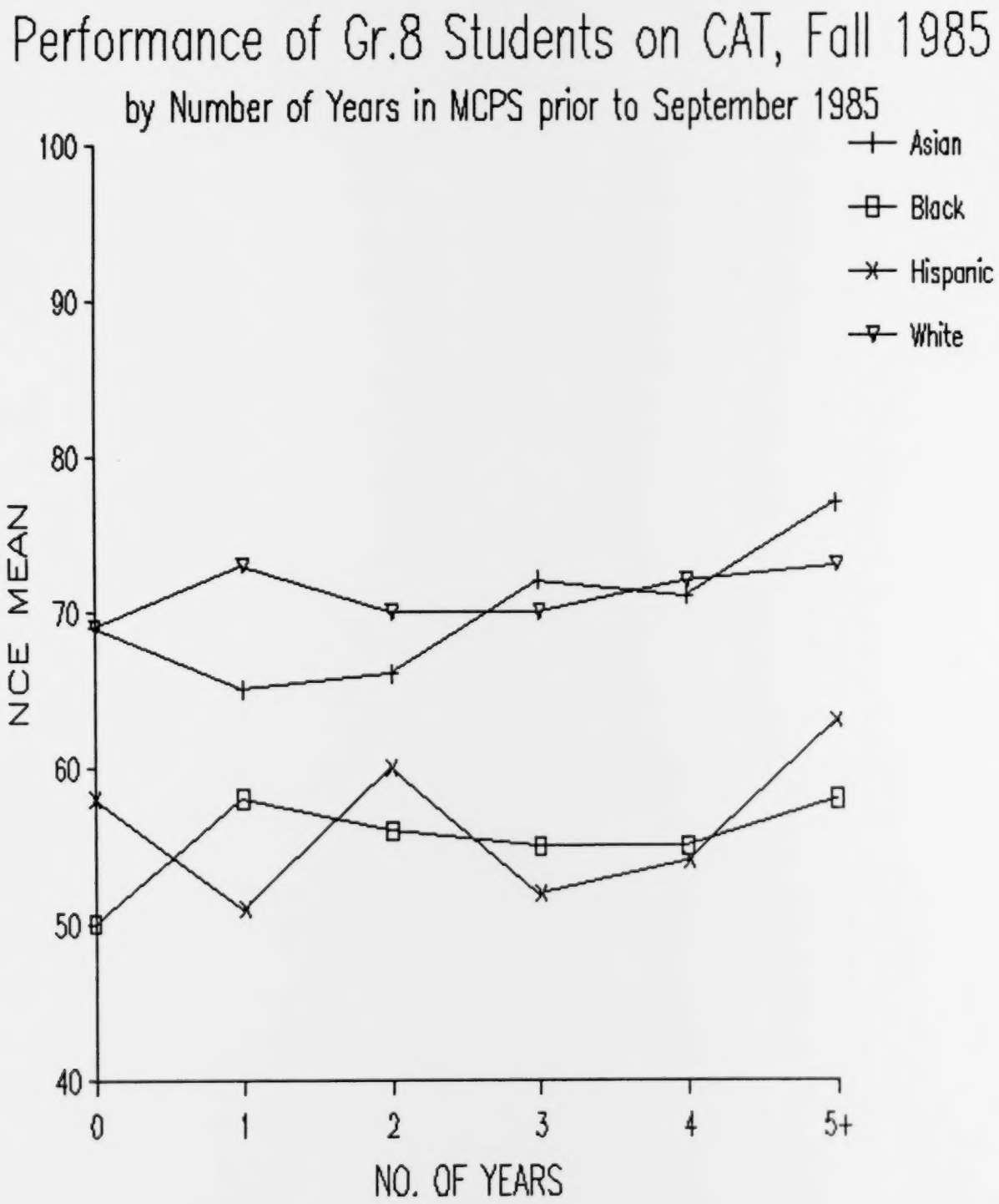
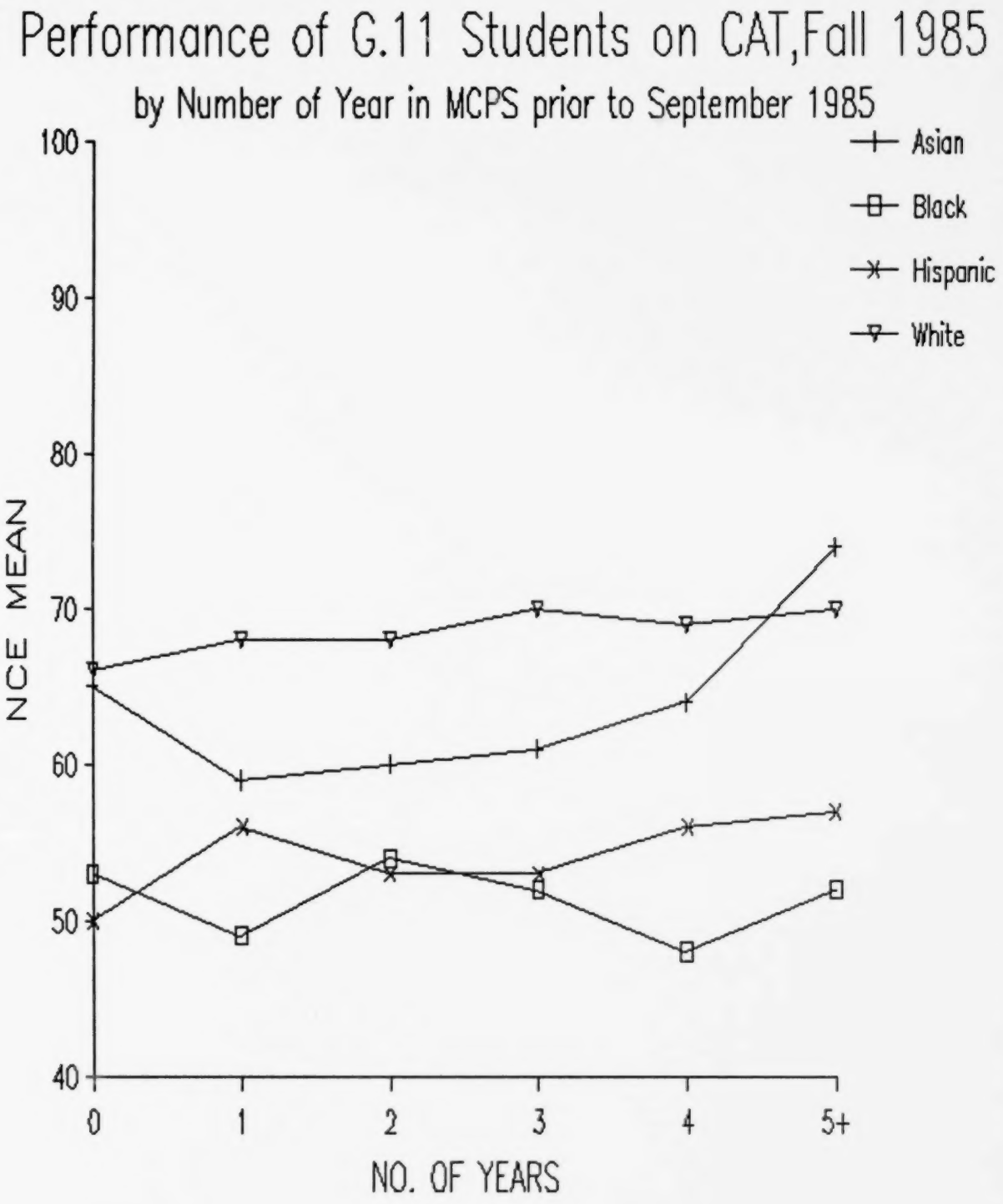


Figure 13 (Cont'd.)



While the mean scores for the various groups indicate substantial differences, it should be noted that within each group there are students achieving at all levels. For example, black students, the group with the lowest mean scores, had about 7 percent scoring at stanine 9. The national norm group had only four percent at this score. Table A16 shows the distribution of stanine scores by race.

Majority/Minority score differences in MCPS compared with those in the national norm group. The score differences between white and minority groups have been noted each year since 1978. When MCPS switched to the CAT in 1980, it became possible to compare these differences with the differences found in a national group. McGraw-Hill, the publisher of the CAT, has reported data on the performance of black, Hispanic, and "other" students in the national norm sample. The third group, "other," combines white, Asian, and American Indian students. These data provide a benchmark against which to compare the score differences found in MCPS.

The results discussed in this section may be slightly different from other sections because of the "other" group discussed above and because the McGraw-Hill results are reported in raw score terms, not NCEs.[6]

MCPS black and Hispanic students score well above their counterparts in the national norm group. In Grades 3, 5, and 8 on the Total Battery, the MCPS minority group students averaged from 19 to 28 NCE points above the members of their racial groups in the national norm sample. The difference for white students cannot be determined exactly, but a very good estimate can be made from looking at the results of the "other" group since the white students made up over 90 percent of that group. The Total Battery differences for "other" students were 19 to 26 NCE points. At each grade level, the difference between MCPS and national norm minority groups was about the same as the difference between the MCPS and national norm "other" group.

The fact that the MCPS/national differences were about the same for black and Hispanic students as for "other" students means that, when compared with their racial/ethnic counterparts in the national norm group, MCPS minority students perform as well as MCPS white students. Another way to look at these results is that the score differences between black and white and Hispanic and white students are about the same in MCPS as they are

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6. To obtain MCPS data that could be compared with the McGraw-Hill raw scores, it was necessary to recompute MCPS means using raw scores. However, the raw scores for MCPS and the national sample could not be directly compared because they were from testing at different times of the year. The McGraw-Hill scores were gathered in the spring and, therefore, would be expected to be higher than they would have been in the fall, the time when the MCPS results were gathered. Thus, the mean raw scores had to be converted to NCEs so they could be compared. Converting mean scores computed in another metric, raw scores in this case, to NCEs is a questionable procedure. To take advantage of the equal interval property of NCEs, they should be used for computing the mean. In this analysis the conversion was necessary and probably caused very little distortion to the results.

nationally. The MCPS/national differences on the Total Battery are presented in A17 in Appendix A and are shown in Figure 14.

Cautions to be observed when reviewing results for Asian and Hispanic students. The results reported for Asian and Hispanic students are probably not as representative of the skills of these groups as are the results for white and black students. Many Asian and Hispanic students are exempt from testing because they cannot read English well enough to function on the test. Additionally, some members of these groups who are able to take the test probably do not know English well enough to perform up to their full capabilities. The extent of the exemptions can be seen in Table A18 which shows the percentage of students in each racial/ethnic group who were tested each year from 1980 to 1985. In 1985 about 76 percent of the enrolled Hispanic students were tested. These figures compare to 95 for white students and 92 for black students.

Data for Males and Females

Another part of the effort to monitor educational equity in MCPS has been to analyze test results for males and females. The results from this analysis are highlighted by the following:

- Females and males had slight score increases from 1980 and 1984.
- Females scored slightly higher than males on the Total Battery in all grades tested except 5 where the two groups were even.
- Females scored higher in all grades in language skills. Results were mixed in reading and math.

The scores on the Total Battery have increased from 1980 to 1985 by four to seven points for females and three to eight points for males across the four grades tested. These scores have remained slightly higher for females across the years. In 1985 the largest difference was three points in Grades 8 and 11. The two groups had the same average in the fifth grade. Figure 15 illustrates the trends for males and females.

The largest and most consistent differences between the sexes were found in the language skills, where females averaged three to six points higher. The only subjects where males scored higher were reading and math in the fifth grade. The male/female comparison by subject is illustrated in Figure 16. Detailed results by sex are presented in Tables A19 and A20 in Appendix A.

Figure 14

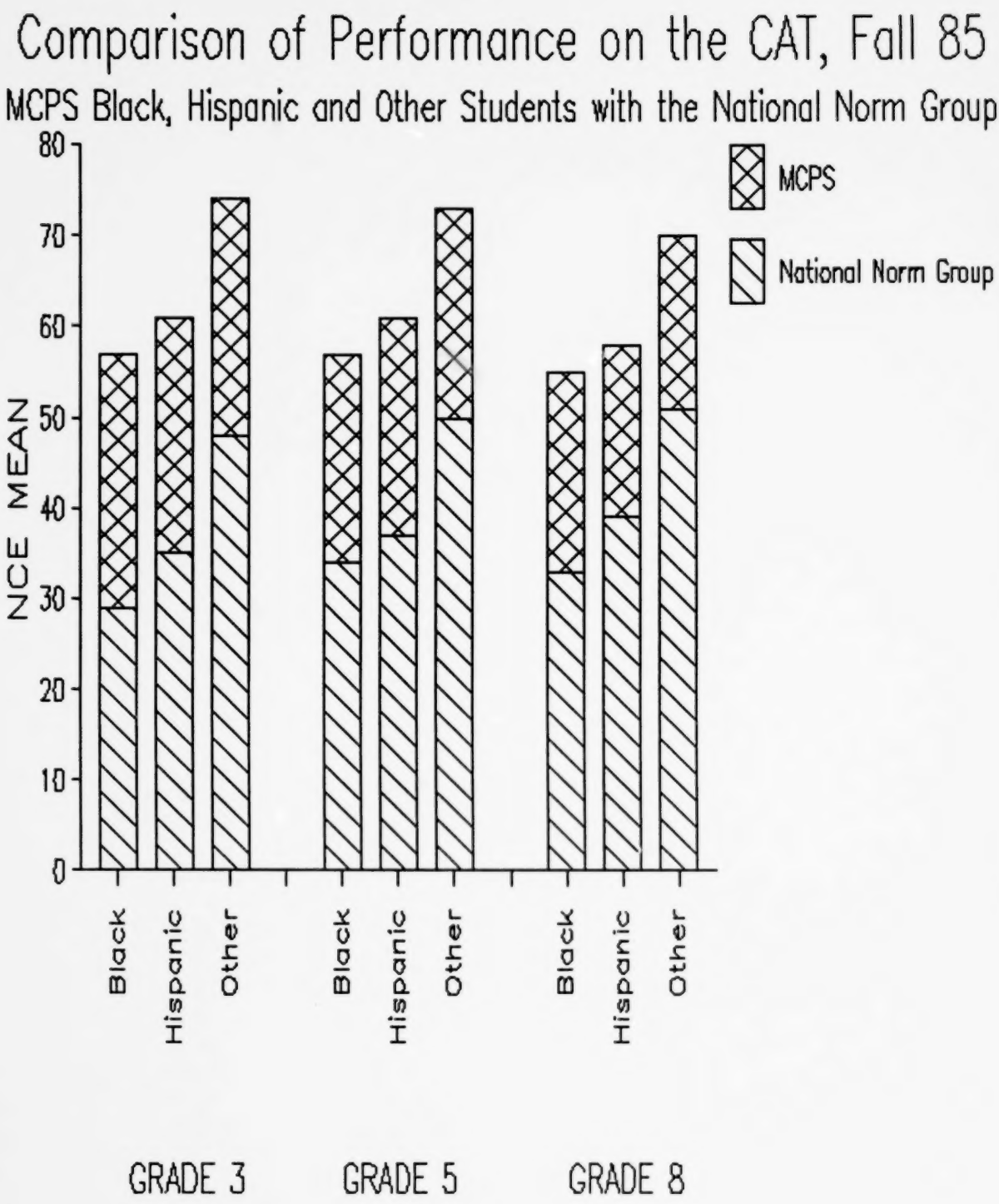

Comparison of Performance on the CAT, Fall 85
MCPS Black, Hispanic and Other Students with the National Norm Group
NCE MEAN
80
70
60
50
40
30
20
10
0
MCPS
National Norm Group
Black
Hispanic
Other
Black
Hispanic
Other
Black
Hispanic
Other
GRADE 3
GRADE 5
GRADE 8

Figure 15

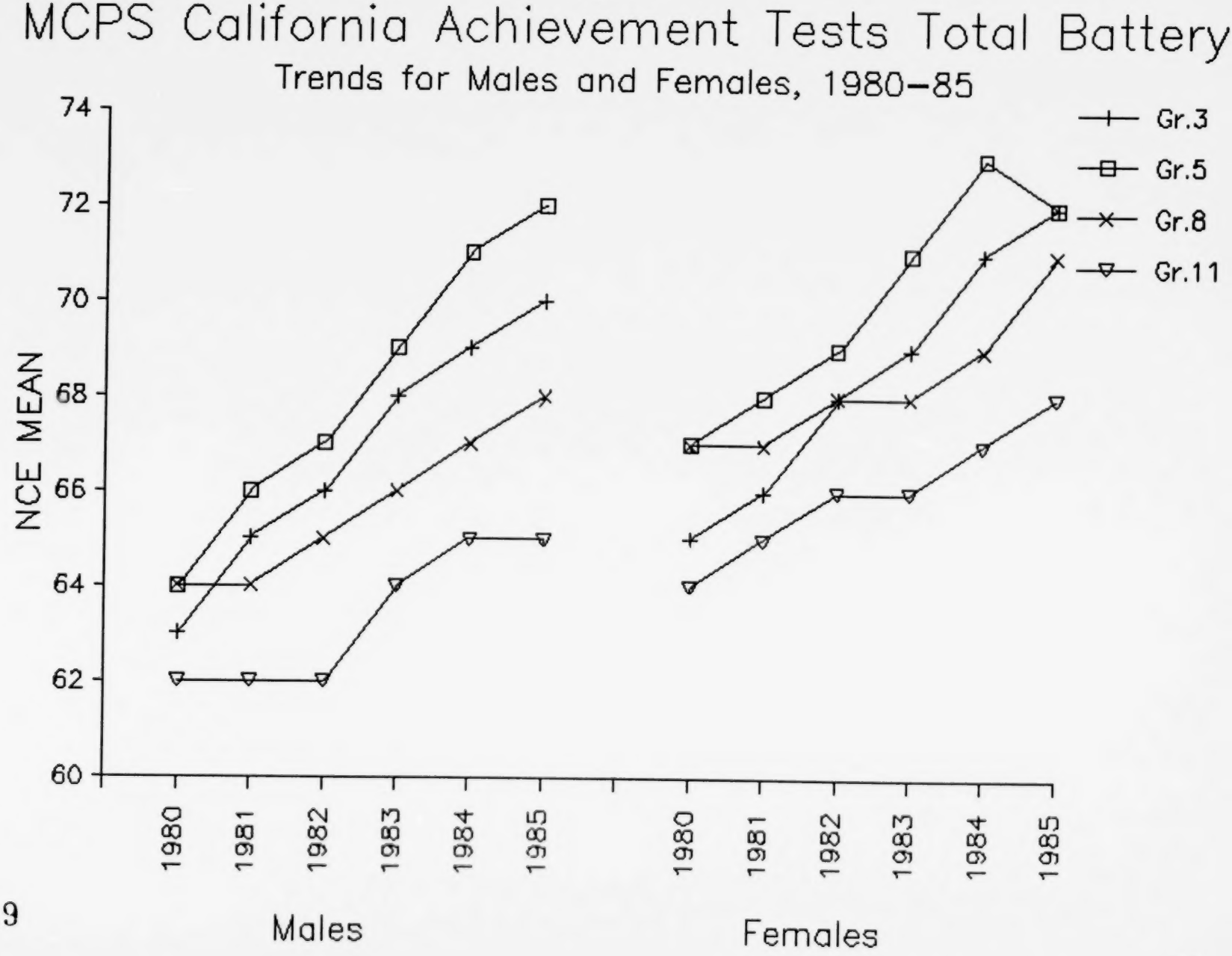
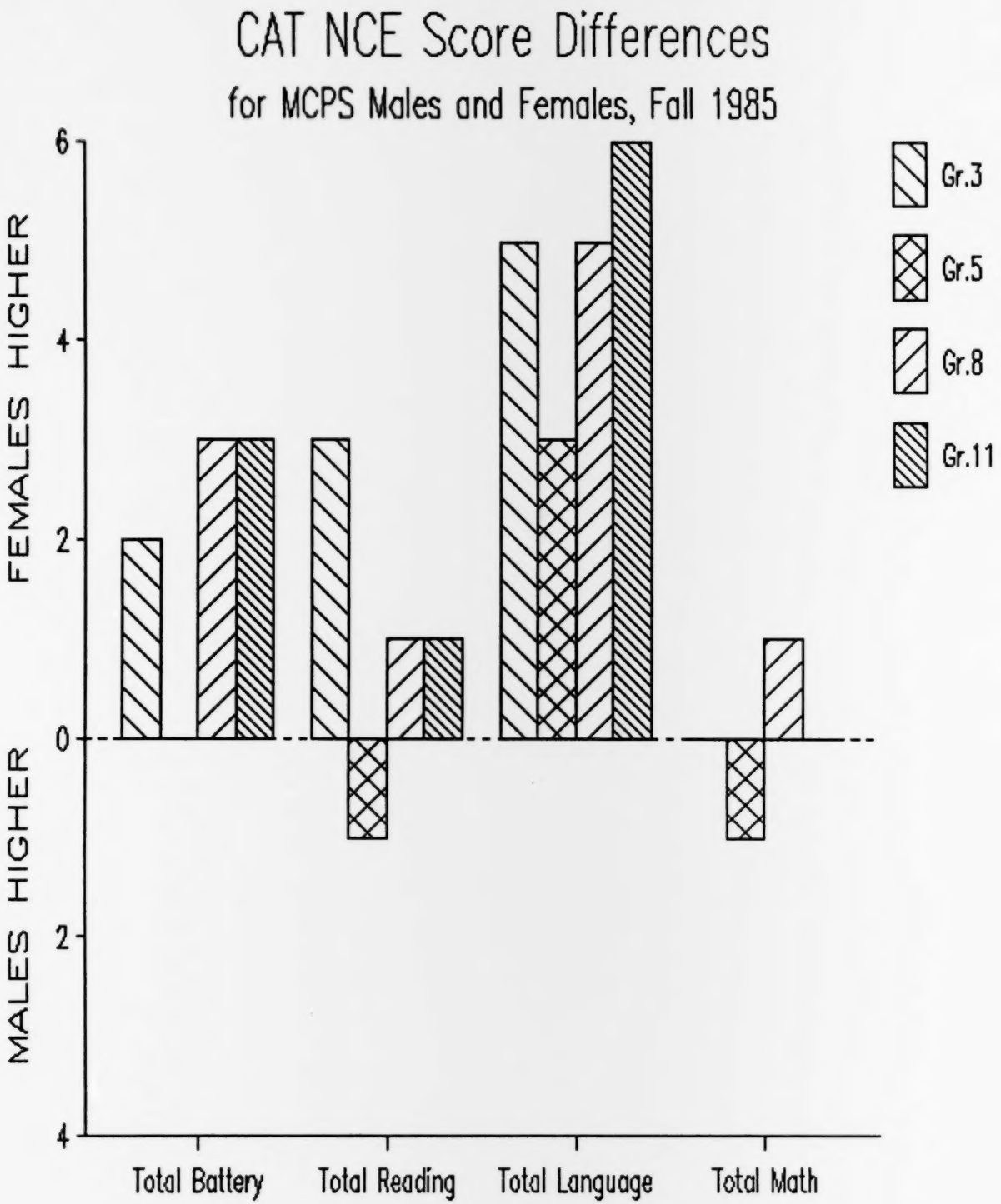

MCPS California Achievement Tests Total Battery
Trends for Males and Females, 1980–85
NCE MEAN
74
72
70
68
66
64
62
60
Gr.3
Gr.5
Gr.8
Gr.11
1980
1981
1982
1983
1984
1985
Males
Females

Figure 16


CAT NCE Score Differences
for MCPS Males and Females, Fall 1985
FEMALES HIGHER
MALES HIGHER
6
4
2
0
2
4
Gr.3
Gr.5
Gr.8
Gr.11
Total Battery
Total Reading
Total Language
Total Math

School Historical Results

One way to get a brief summary of the overall level of test performance in a school is to look at the mean (average) scores for that school. This will not tell how all the students in the school performed but will provide an indication as to the general level (i.e., high, average, low) of performance. Information about the distribution of scores is presented in a later section.

Presented in this section are average CAT scores for each school for the past five years. These historical data show the consistency, or lack thereof, of performance for the schools. As pointed out in the Analytic Considerations section, changes in test scores in a school can be caused by changes in the characteristics of the students taking the test and therefore not reflect a change in the quality of the instructional program in the school. In addition to normal changes that might take place from year to year in a school, school closings have caused population changes in many MCPS schools in recent years. Because of this, schools that have been part of consolidations in the last six years are indicated by double asterisks (**) next to the year of the consolidation.

The historical results reported in this section are for the Total Battery and the three major subject areas of the test. The score for the Total Battery is sometimes higher or lower than the score for all of the subject areas. This is because the Total Battery is not an average of the other scores. It is derived by adding the number correct on all of the subject subtests and using the sum to determine the percentile rank or the NCE. Additionally, it should be remembered that the math section has the most weight in determining the Total Battery score because it has the most questions. Likewise, the language section has the least weight.

When reviewing these results, it should be remembered that the average for the national norm sample is the 50th percentile, which is equal to an NCE score of 50. Many MCPS schools have average scores well above this national average. Even the lowest scoring MCPS schools are at or near the national average.

The schools are listed in alphabetical order by grade. The first page for each grade is listed below.

Grade 3 — page 36

Grade 5 — page 56

Grade 8 — page 76

Grade 11 — page 81

Table 1

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Ashburton	1985	36	80	93	73	87	71	86	83	95
	1984	33	76	91	71	86	71	86	79	92
	1983	38	70	84	62	72	65	78	76	91
	1982	39	68	81	64	74	67	81	69	82
	1981	52	74	89	68	81	69	84	75	91
	1980**	57	59	69	58	66	59	69	60	69
Bannockburn	1985	37	76	91	70	83	71	86	78	92
	1984	37	71	86	70	84	73	88	70	84
	1983	32	81	95	70	84	78	92	83	96
	1982	45	74	89	73	86	76	90	73	86
	1981	41	75	91	74	88	81	94	72	87
	1980	38	72	88	65	77	77	91	74	88
Barnsley	1985	60	73	87	68	81	76	90	73	88
	1984	40	69	83	66	78	70	84	69	82
	1983	60	70	83	66	79	75	89	68	81
	1982	58	73	87	69	82	74	89	72	86
	1981	50	75	89	69	82	74	89	75	89
	1980**	49	69	83	66	78	68	82	67	79
Beall	1985	64	65	78	59	67	70	86	64	77
	1984	74	67	81	63	73	70	85	67	81
	1983	85	70	85	61	71	73	87	73	86
	1982**	84	68	81	61	72	66	80	70	84
(W Rockville)	1981	29	61	72	60	69	67	81	58	67
(W Rockville)	1980	37	45	38	45	41	48	45	45	42
Bells Mill	1985	53	77	91	70	84	78	92	76	89
	1984	40	78	92	74	87	80	93	76	91
	1983**	35	72	87	70	84	77	91	70	84
	1982	30	83	96	77	90	83	95	82	95
	1981	41	68	81	67	80	71	86	64	76
	1980	30	66	79	64	76	69	84	64	74

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Belmont	1985	55	75	91	71	84	77	91	75	90
	1984	42	79	93	73	87	81	94	77	91
	1983	50	64	75	68	81	70	85	59	67
	1982	44	79	93	71	85	82	94	78	92
	1981	39	77	91	74	87	81	94	74	87
	1980	43	67	80	70	84	68	83	63	73
Bel Pre	1985	53	78	93	73	86	78	92	77	92
	1984	45	72	88	66	78	75	89	73	87
	1983	53	72	86	64	75	76	90	72	85
	1982**	44	69	84	65	77	71	86	70	82
	1981	32	73	87	63	73	75	89	74	89
	1980	48	63	75	57	64	64	77	65	77
Bethesda	1985	59	78	92	68	81	78	92	79	93
	1984	59	74	90	67	79	73	88	77	92
	1983	50	68	81	64	75	70	85	67	79
	1982**	58	63	75	61	70	67	81	63	73
	1981	38	73	88	69	83	73	88	72	87
	1980	35	70	84	67	80	74	89	68	80
Beverly Farms	1985	84	78	92	68	82	76	91	80	94
	1984	90	77	91	70	84	73	87	80	94
	1983**	83	75	89	68	81	70	85	77	92
	1982	60	71	85	67	80	71	85	71	84
	1981	55	76	90	68	81	71	86	78	92
	1980	37	71	85	66	78	72	87	70	84
Bradley Hills	1985	35	69	83	63	74	68	82	70	84
	1984	39	75	92	69	82	77	92	75	91
	1983	52	75	91	68	81	75	90	78	92
	1982**	46	73	87	67	80	77	92	72	85
(Bradley)	1981	25	76	91	70	83	77	91	76	91
(Bradley)	1980	37	67	81	63	74	67	81	69	82

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Broad Acres	1985	26	50	50	43	37	50	50	47	44
	1984	36	55	58	53	56	49	48	59	66
	1983	35	53	56	51	53	61	71	52	55
	1982	34	46	42	44	38	46	43	51	52
	1981	30	54	56	48	47	57	62	58	65
	1980	25	46	43	43	37	47	45	52	55
Brookhaven	1985	50	78	93	69	82	73	89	80	94
	1984	46	76	92	68	81	77	91	78	93
	1983	42	71	85	64	74	70	85	73	87
	1982	34	72	87	66	78	74	89	74	88
	1981	47	69	85	67	79	72	87	67	81
	1980	57	61	71	60	68	64	76	62	71
Brown Station	1985	94	68	83	63	74	71	86	67	80
	1984	85	67	81	64	75	73	88	66	77
	1983	94	62	72	63	74	63	74	59	66
	1982	83	63	74	63	73	65	78	61	70
	1981	90	60	69	59	67	59	67	59	67
	1980	95	58	67	57	65	65	78	57	64
Burning Tree	1985	50	81	95	75	89	80	93	82	95
	1984	19	89	98	81	93	81	94	81	95
	1983	43	80	94	70	83	80	93	81	94
	1982	43	86	97	79	92	85	96	85	97
	1981	49	89	98	78	91	85	96	90	98
	1980	60	87	97	79	91	84	95	86	97
Burtonsville	1985	70	64	76	55	59	67	81	67	79
	1984	62	71	86	66	79	74	88	72	86
	1983**	61	81	95	72	86	77	92	83	96
	1982	17	80	93	73	86	84	95	76	89
	1981	23	71	86	61	71	74	89	72	86
	1980	25	65	78	62	72	67	81	65	76

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Candlewood	1985	79	73	89	66	79	72	87	76	90
	1984	47	70	87	64	75	66	80	73	90
	1983	57	69	84	67	80	67	81	69	83
	1982	47	70	86	67	79	67	82	70	85
	1981	43	61	70	59	66	61	71	61	71
	1980	62	66	80	62	72	64	77	68	81
Cannon Road	1985	50	81	95	75	89	80	93	80	94
	1984	36	78	93	70	85	74	90	80	93
	1983	31	77	92	69	82	76	91	79	93
	1982	48	75	89	72	85	73	89	71	84
	1981	53	68	81	65	77	70	85	65	77
	1980	43	68	83	66	78	68	83	66	80
Carderock Springs	1985	42	77	91	72	86	76	91	76	91
	1984	37	83	95	75	89	76	90	84	96
	1983	38	73	88	72	86	76	90	71	84
	1982	25	77	90	77	90	78	91	74	88
	1981	41	84	96	79	92	78	92	84	96
	1980**	-	-	-	74	88	-	-	82	94
Cashell	1985	71	82	95	72	86	83	95	81	94
	1984	72	78	93	70	85	80	93	78	93
	1983	69	75	90	70	84	78	92	73	87
	1982	51	80	94	73	87	83	95	78	92
	1981	60	66	78	67	80	70	86	62	72
	1980	71	65	77	65	77	64	77	62	73
Cedar Grove	1985	46	69	83	65	77	72	87	69	81
	1984	38	70	86	64	75	76	90	70	84
	1983	40	67	81	62	71	68	82	68	81
	1982	39	63	76	60	68	62	74	64	77
	1981	26	66	81	62	72	69	84	66	79
	1980	34	61	72	62	72	66	79	59	67

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**Carderock Springs has no 1980 Total Language scores because that part of the test was incorrectly administered. That meant they also had no Total Battery.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Chevy Chase	1985	58	75	91	68	81	71	86	77	93
	1984	54	72	86	66	78	66	80	73	88
	1983	58	70	84	65	77	67	81	72	84
	1982	70	68	83	66	78	68	83	67	80
	1981	63	67	80	63	74	65	79	67	79
	1980	70	64	76	57	64	61	71	67	80
Clarksburg	1985	53	76	91	70	83	81	94	76	89
	1984	64	63	75	60	68	72	87	60	69
	1983	38	65	77	62	72	68	82	64	75
	1982	48	58	66	57	63	66	79	57	63
	1981	51	60	69	59	67	61	72	59	68
	1980	40	60	69	57	64	57	64	63	74
Cold Spring	1985	45	84	96	75	88	80	93	85	97
	1984	41	85	97	77	91	81	93	86	97
	1983	49	79	93	72	86	77	92	80	93
	1982	47	76	91	69	83	73	87	77	92
	1981	56	82	95	74	88	82	94	82	95
	1980	52	70	84	68	81	70	85	69	82
College Gardens	1985	81	75	89	71	85	80	93	73	86
	1984	65	71	86	66	78	72	88	72	86
	1983	51	66	79	63	74	70	85	65	77
	1982	49	71	85	67	80	70	84	72	86
	1981	47	72	87	68	81	68	83	73	88
	1980	68	72	86	68	81	69	83	72	85
Cresthaven	1985	58	70	85	65	77	70	85	71	84
	1984	67	68	83	62	72	69	84	70	84
	1983	51	69	83	63	74	70	85	70	83
	1982**	46	72	89	68	82	68	83	74	90
	1981	35	74	88	68	81	72	87	74	87
	1980	31	73	89	68	82	70	86	73	87

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Damascus ES	1985	60	66	79	62	72	75	89	64	75
	1984	62	65	77	62	72	74	89	63	74
	1983	67	70	85	67	80	72	88	68	81
	1982	56	67	81	63	74	68	83	66	80
	1981	76	72	87	68	81	79	92	69	82
	1980	78	64	75	60	69	72	87	63	73
Darnestown	1985	76	72	85	72	86	74	88	68	81
	1984	56	65	77	64	76	69	84	63	74
	1983	58	74	88	69	82	70	85	76	89
	1982	50	67	80	65	77	62	73	68	81
	1981	46	69	83	67	80	66	79	70	84
	1980	47	69	84	65	77	66	79	71	85
Diamond	1985	89	72	86	68	81	72	87	70	84
	1984	92	67	81	61	71	71	87	67	81
	1983	85	69	83	63	74	72	88	69	82
	1982	77	66	80	64	75	68	82	66	78
	1981	85	68	81	65	78	72	87	65	77
	1980	87	71	86	67	80	74	89	70	83
DuFief	1985	75	79	93	71	85	77	91	80	93
	1984	63	76	90	68	80	78	92	77	91
	1983	49	74	89	68	81	71	86	75	89
	1982	70	76	90	69	82	78	92	76	89
	1981	61	68	81	64	74	68	83	67	80
	1980	79	69	84	63	74	67	82	71	85
East Silver Spring	1985	53	65	78	63	74	68	83	64	75
	1984	43	59	67	57	64	63	74	58	65
	1983	48	57	65	55	60	59	68	57	64
	1982**	56	44	38	44	39	43	37	47	44
	1981	50	45	40	45	42	48	45	45	42
	1980	40	58	66	56	62	64	76	56	63

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Fairland	1985	91	65	78	66	78	64	77	64	75
	1984	57	65	77	64	75	72	87	60	70
	1983	62	65	78	63	73	67	81	63	75
	1982	66	68	82	63	75	65	78	69	83
	1981	48	67	80	64	75	70	85	64	76
	1980	52	66	79	65	77	66	80	64	76
Fallsmead	1985	43	79	93	72	85	81	94	80	93
	1984	35	80	95	72	86	80	93	81	96
	1983	59	77	92	72	85	72	87	79	93
	1982	41	79	93	72	86	76	90	79	94
	1981	44	72	86	67	79	71	86	72	85
	1980	47	74	88	69	82	74	89	74	88
Farmland	1985	71	79	93	68	81	73	88	84	96
	1984	62	82	96	72	86	83	95	85	96
	1983	53	82	95	70	84	81	94	84	97
	1982**	67	77	91	67	79	78	92	79	92
	1981	44	78	93	75	89	82	94	75	89
	1980	43	81	94	73	87	81	94	81	94
Fields Road	1985	63	65	77	61	71	67	82	65	77
	1984	37	62	71	61	70	57	63	63	74
	1983	53	61	69	59	67	63	75	59	67
	1982	50	53	55	55	60	56	60	51	52
	1981	40	64	75	61	71	63	75	65	77
	1980	49	54	57	53	55	58	66	53	57
Flower Hill	1985	64	61	71	58	65	63	75	61	70

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Flower Valley	1985	40	78	92	69	83	76	90	80	93
	1984	43	74	88	68	82	72	88	74	88
	1983	42	74	89	69	83	73	88	74	89
	1982**	46	78	92	72	86	82	94	76	91
	1981	52	70	85	64	75	73	88	70	84
	1980	31	67	79	66	78	67	81	65	76
Forest Knolls	1985	44	77	92	67	80	81	94	80	93
	1984	28	77	93	68	82	84	95	76	92
	1983	33	76	92	64	75	76	91	81	95
	1982**	30	61	71	55	60	63	75	64	75
	1981	30	66	80	59	67	68	83	67	81
	1980	24	58	65	58	65	57	63	58	65
Fox Chapel	1985	72	63	74	59	67	69	84	61	71
	1984	114	61	69	60	69	65	79	57	63
	1983	90	65	78	62	72	68	82	62	72
	1982	81	66	79	62	71	67	81	66	78
	1981	56	60	69	56	61	61	72	61	71
	1980	68	64	77	61	71	70	85	60	69
Gaithersburg ES	1985	81	64	76	57	65	65	79	66	77
	1984	116	63	74	58	65	65	79	64	75
	1983	105	62	73	61	70	65	78	62	72
	1982	62	61	71	61	71	59	68	62	71
	1981	80	59	68	59	67	58	65	60	69
	1980	85	55	58	53	56	54	58	56	61
Galway	1985	53	65	78	61	71	66	79	67	79
	1984	49	69	83	65	77	69	83	68	81
	1983	34	68	81	68	81	65	77	66	78
	1982	37	69	84	64	75	70	85	70	84
	1981	42	63	75	57	64	64	77	64	77
	1980	31	63	75	61	70	62	72	65	77

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Garrett Park	1985	50	78	93	68	82	70	85	84	97
	1984	40	71	86	60	69	64	77	79	93
	1983	60	76	91	64	75	73	88	82	95
	1982**	41	63	74	56	62	60	71	68	81
	1981	30	66	79	60	68	69	84	66	77
	1980	39	62	73	59	67	61	71	63	74
Georgian Forest	1985	38	69	81	60	69	66	80	74	88
	1984	35	72	88	63	74	68	82	76	92
	1983	38	70	84	63	74	70	85	72	85
	1982	32	66	79	62	71	63	75	68	81
	1981	23	69	83	61	71	66	79	73	86
	1980	43	60	68	53	55	59	68	64	76
Germantown	1985	84	75	89	66	78	77	92	75	88
	1984	102	76	90	67	80	77	91	78	92
	1983	75	66	79	61	71	70	85	67	79
	1982	71	74	87	66	78	78	92	72	86
	1981	64	70	84	65	77	75	89	70	84
	1980	65	64	76	62	73	70	85	63	74
Glen Haven	1985	58	60	67	54	58	51	51	68	81
	1984	38	52	54	51	51	51	52	53	57
	1983	60	56	62	52	54	57	65	57	63
	1982**	40	51	51	51	53	49	47	51	53
	1981	54	55	60	54	56	54	57	57	63
	1980	62	55	61	54	58	56	61	56	62
Glenallan	1985	52	68	82	59	67	66	80	72	86
	1984	45	64	76	59	67	64	76	68	81
	1983	40	62	75	61	71	67	81	61	71
	1982**	49	63	75	60	68	59	68	65	77
	1981	27	54	56	52	54	59	68	53	57
	1980	47	56	62	53	56	61	71	56	61

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Greenwood	1985	70	86	97	78	91	84	96	86	97
	1984	59	83	96	73	87	81	94	85	96
	1983	70	79	94	67	80	82	94	82	95
	1982	96	67	80	67	80	70	85	64	74
	1981	64	67	80	67	79	68	82	64	76
	1980	76	71	85	66	79	77	90	68	81
Harmony Hills	1985	44	61	73	57	63	64	76	65	77
	1984	37	55	60	54	58	61	72	56	61
	1983	52	58	66	55	59	59	67	61	70
	1982	46	57	64	54	58	64	75	56	62
	1981	33	54	56	54	58	58	66	53	56
	1980	41	52	54	51	52	55	60	51	53
Highland	1985	66	57	64	56	61	61	71	57	63
	1984	65	55	60	53	56	60	69	54	59
	1983	73	67	81	63	74	71	86	65	77
	1982	60	48	46	49	48	52	54	47	45
	1981	62	52	54	52	53	52	53	52	56
	1980	68	47	44	50	49	51	52	45	41
Highland View	1985	44	68	84	64	75	71	87	68	82
	1984	44	70	85	65	76	72	87	70	84
	1983	36	70	85	61	71	69	85	74	88
	1982	42	64	75	62	72	63	75	66	77
	1981**	-	-	-	-	-	-	-	-	-
	1980	30	64	77	64	75	62	75	65	77
Jackson Road	1985	56	83	96	77	90	82	94	81	94
	1984	53	86	97	78	91	83	95	86	97
	1983	59	74	89	66	78	72	88	77	90
	1982	47	71	86	65	77	70	86	73	87
	1981	61	67	80	64	74	65	78	66	79
	1980	55	64	76	63	73	68	82	62	71

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**Highland View has no 1981 scores because the answer sheets were lost.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Kemp Mill	1985	53	93	99	84	95	93	99	90	99
	1984	35	90	99	77	91	92	99	90	99
	1983	49	90	99	82	94	87	97	87	98
	1982**	53	87	98	70	84	83	95	83	97
	1981	46	81	96	72	86	82	94	84	97
	1980	30	92	99	76	89	84	95	95	99
Kensington-	1985	30	74	91	71	84	76	91	73	88
Parkwood	1984	28	72	87	70	83	70	85	73	87
	1983	43	66	80	61	71	67	81	68	82
	1982**	36	64	77	62	72	64	76	65	77
(Parkwood)	1981	34	58	67	58	65	60	69	56	63
(Parkwood)	1980**	42	55	58	53	57	56	63	55	61
Lake Seneca	1985	113	63	74	58	66	67	81	61	70
Lakewood	1985	73	80	94	73	87	81	93	80	94
	1984	47	79	94	77	91	80	93	76	91
	1983	29	76	92	68	82	74	90	76	92
	1982	44	76	91	73	87	73	88	74	89
	1981	36	80	93	75	89	74	89	79	92
	1980	39	72	87	66	78	70	85	72	87
Laytonsville	1985	73	70	85	68	81	74	89	69	82
	1984	60	75	90	72	86	71	87	75	89
	1983	62	65	76	62	72	66	81	64	76
	1982	67	66	79	64	75	70	85	63	74
	1981	69	62	72	64	77	67	81	58	65
	1980	79	63	75	63	74	67	81	60	69

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Luxmanor	1985	42	89	98	78	91	81	84	93	99
	1984	24	72	86	72	86	70	85	71	85
	1983	37	76	92	73	87	71	86	77	92
	1982**	45	75	89	68	81	71	86	77	91
	1981	35	73	88	69	82	77	91	72	86
	1980	32	74	87	67	79	74	89	73	87
Maryvale	1985	36	64	75	54	58	70	86	66	78
	1984	40	62	74	55	60	68	82	66	77
	1983	35	44	38	42	36	48	47	47	45
	1982	28	51	51	48	46	52	55	54	58
	1981	46	45	39	44	39	44	38	47	45
	1980	45	45	39	44	39	45	41	47	45
Meadow Hall	1985	37	60	69	57	65	61	71	61	71
	1984	43	58	66	58	65	55	60	59	67
	1983	40	59	67	60	69	57	64	59	68
	1982**	47	61	70	60	68	60	69	60	71
	1981	39	54	57	56	60	57	62	52	55
	1980	40	66	79	65	78	65	78	63	74
Mill Creek Towne	1985	89	68	82	60	68	68	82	72	86
	1984	104	68	81	62	72	68	83	70	83
	1983	93	62	72	59	68	63	75	62	73
	1982	88	68	80	62	72	70	85	68	81
	1981	72	70	85	66	79	68	83	71	86
	1980	90	64	75	61	71	64	77	64	76
Monocacy	1985	24	66	82	61	71	68	83	69	84
	1984	23	68	83	60	67	66	80	73	88
	1983	34	58	65	58	66	59	69	55	61
	1982	21	57	64	58	65	53	56	58	66
	1981	25	52	53	49	48	58	64	50	52
	1980	31	57	63	56	62	59	67	54	60

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
New Hampshire Estates	1985	38	63	75	54	58	65	79	67	79
	1984	39	61	71	53	55	59	67	68	80
	1983	42	57	64	52	55	56	62	61	70
	1982	33	54	57	50	50	58	67	58	65
	1981	32	57	65	55	59	62	74	56	62
	1980	33	56	62	55	60	61	72	52	62
North Chevy Chase	1985	60	60	69	55	59	54	58	62	72
	1984	44	68	83	60	70	62	74	73	88
	1983	59	60	70	58	66	55	60	64	75
	1982***	-	-	-	-	-	-	-	-	-
	1981	40	66	79	63	74	65	79	67	79
	1980**	50	59	67	61	70	61	72	54	60
Oak View	1985	50	58	67	54	58	55	61	65	77
	1984	49	67	81	56	60	64	76	73	88
	1983	47	66	81	61	70	59	69	72	88
	1982**	52	59	68	57	62	59	67	61	72
	1981	29	59	67	57	64	55	61	62	71
	1980	28	54	56	52	53	53	56	55	60
Oakland Terrace	1985	96	68	82	64	75	70	85	68	81
	1984	93	69	83	64	76	74	89	68	81
	1983	91	66	79	64	75	68	83	66	77
	1982**	66	67	82	64	75	71	86	67	80
	1981	47	60	69	58	65	61	71	61	71
	1980	58	62	72	62	73	65	78	60	69
Olney	1985	60	74	89	70	83	73	88	74	89
	1984	51	75	90	65	77	74	89	78	92
	1983	55	70	84	65	77	71	86	70	84
	1982	52	67	79	66	78	70	85	64	75
	1981	55	65	78	63	73	67	81	65	77
	1980	56	64	76	60	68	65	79	64	76

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

***North Chevy Chase was closed in 1982.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Page	1985	53	79	94	70	84	82	94	80	94
	1984	43	71	85	65	77	72	87	70	84
	1983	57	79	93	70	84	81	94	78	92
	1982	61	72	88	65	77	73	89	73	87
	1981	45	56	62	56	60	49	49	59	68
	1980	41	68	82	64	75	71	86	66	78
Pine Crest	1985	64	64	77	60	69	67	82	64	75
	1984	67	67	81	62	73	72	87	67	79
	1983	62	70	85	65	76	73	88	69	83
	1982	55	59	67	57	63	59	69	59	67
	1981	48	68	81	68	81	68	83	64	75
	1980	49	58	67	58	66	60	69	56	63
Poolesville ES	1985	70	73	87	66	79	76	90	73	87
	1984	61	63	75	60	69	71	86	62	72
	1983	76	64	75	63	74	71	85	61	70
	1982	95	59	68	57	64	67	81	58	65
	1981	79	58	64	56	61	60	68	57	64
	1980	77	60	69	59	66	61	71	60	69
Potomac	1985	47	80	94	77	91	84	95	76	91
	1984	47	77	91	69	83	76	91	79	92
	1983	40	81	94	72	86	76	90	83	95
	1982	35	74	90	72	85	78	92	72	87
	1981	55	68	81	65	76	69	83	67	80
	1980	65	79	93	74	88	75	90	79	93
Ritchie Park	1985	55	81	95	74	87	80	93	81	94
	1984	76	79	93	72	86	82	94	78	92
	1983	77	76	91	67	80	80	93	76	91
	1982	74	75	89	70	83	76	91	74	88
	1981	56	77	91	72	85	80	93	74	89
	1980	74	79	93	72	86	81	94	77	91

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Rock Ck Forest	1985	35	67	81	63	75	70	85	67	80
	1984	43	76	90	66	79	69	84	80	94
	1983	37	66	79	60	69	66	80	67	79
	1982	43	59	67	54	59	57	64	62	72
	1981	45	65	78	59	67	61	71	70	84
	1980	34	67	79	58	65	68	82	71	84
Rock Ck Valley	1985	36	82	95	69	82	80	94	86	98
	1984	44	73	89	64	75	74	89	79	93
	1983	32	80	94	71	85	79	92	81	94
	1982	33	70	85	61	71	71	86	76	90
	1981	47	72	87	63	74	69	85	78	92
	1980	39	65	77	57	64	62	72	70	84
Rock View	1985	47	68	83	64	75	68	83	71	84
	1984	43	67	83	63	74	68	82	67	81
	1983	57	68	84	63	74	67	82	70	84
	1982**	56	66	79	64	75	68	82	65	77
(R C Palisades)	1981	38	72	87	67	79	71	86	72	86
(R C Palisades)	1980	47	60	70	61	71	56	62	62	72
Rolling Terrace	1985	31	69	82	62	71	66	80	72	84
	1984	41	68	82	65	77	68	83	68	81
	1983	35	62	72	58	65	65	78	63	73
	1982	51	58	66	54	58	64	77	59	66
	1981	31	56	63	55	60	62	74	54	57
	1980	26	60	71	57	65	64	77	61	69
Rosemont	1985	45	70	83	63	74	69	83	72	85
	1984	35	65	76	61	71	72	87	63	73
	1983	32	62	72	59	66	71	86	61	70
	1982	32	61	70	56	62	69	84	59	67
	1981	42	55	58	50	49	65	79	56	62
	1980	28	50	48	46	43	49	47	53	57

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Seven Locks	1985	33	82	95	73	87	86	96	82	95
	1984	29	72	87	69	82	72	87	71	85
	1983	21	80	95	69	82	77	92	83	96
	1982	20	77	92	71	84	81	93	75	91
	1981	31	71	85	66	78	71	85	72	86
	1980	43	77	92	70	84	78	92	78	92
Sherwood ES	1985	55	66	80	62	73	70	85	66	78
	1984	50	73	88	65	76	72	87	77	92
	1983	44	68	83	64	76	68	82	68	82
	1982	49	69	82	64	76	69	84	68	80
	1981	48	64	75	62	72	69	84	62	72
	1980	71	67	81	64	75	70	84	66	78
Somerset	1985	27	77	91	71	84	73	88	78	92
	1984	26	72	87	68	81	72	87	73	87
	1983	34	80	94	72	86	78	92	81	95
	1982**	30	84	97	78	92	78	92	86	97
	1981	28	81	93	75	88	73	88	81	94
	1980	33	84	96	75	88	83	95	85	97
South Lake	1985	62	66	80	61	71	66	80	69	82
	1984***									
	1983	59	62	72	57	64	63	75	64	76
	1982	72	62	72	57	64	58	66	66	77
	1981	58	58	65	53	55	56	62	62	72
	1980	61	65	78	62	71	61	72	66	78
Stedwick	1985	100	70	84	64	76	70	85	71	85
	1984	81	67	82	68	81	66	81	66	78
	1983	62	71	86	63	74	69	84	73	88
	1982	92	73	89	67	80	74	89	74	88
	1981	80	62	72	60	69	61	72	63	73
	1980	88	67	80	64	75	66	80	67	79

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

***South Lake has no 1984 scores because the answer sheets were lost.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Stonegate	1985	41	79	94	71	85	77	91	80	94
	1984	44	77	92	70	83	79	93	76	92
	1983**	43	72	87	67	80	78	92	70	84
	1982	41	69	82	65	77	68	83	68	81
	1981	37	70	83	66	79	68	83	69	81
	1980	42	69	83	67	79	72	87	67	79
Strathmore	1985	39	64	76	56	62	68	83	67	79
	1984	44	63	74	60	69	65	79	63	73
	1983	40	60	70	58	65	62	74	60	69
	1982	35	58	64	57	64	54	58	59	66
	1981	26	55	60	54	57	51	51	58	65
	1980	38	65	77	59	67	65	78	66	78
Summit Hall	1985	50	59	67	55	60	55	59	62	72
	1984	49	58	66	55	60	62	73	57	64
	1983	39	72	86	64	76	72	86	73	87
	1982	47	68	82	64	76	73	88	67	80
	1981	49	64	75	60	67	70	85	64	75
	1980	49	65	76	61	71	72	87	63	73
Takoma Park	1985	87	61	72	58	66	64	78	60	69
	1984	78	59	67	60	69	60	71	58	64
	1983	110	53	55	53	55	52	53	55	60
	1982	94	52	54	50	50	52	53	54	58
	1981	100	53	54	54	58	53	55	50	52
	1980	82	58	65	57	63	58	67	59	66
Travilah	1985	58	73	88	70	84	72	87	74	88
	1984	41	77	91	73	88	75	90	75	90
	1983	50	64	75	65	76	66	80	61	70
	1982	53	59	67	62	72	62	73	57	63
	1981	37	61	71	62	72	59	67	61	70
	1980	54	64	75	62	73	65	78	62	72

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Twinbrook	1985	67	56	62	54	58	58	67	67	63
	1984	77	53	56	53	55	61	72	51	52
	1983	79	51	52	51	52	58	65	51	51
	1982**	101	52	53	51	51	53	57	54	58
	1981	55	53	55	52	53	53	56	53	57
	1980	75	48	46	50	50	51	53	45	41
Viers Mill	1985	56	57	66	57	63	59	69	56	63
	1984	56	63	74	58	66	66	80	62	73
	1983**	71	51	50	49	48	53	56	51	53
	1982	46	51	51	51	52	54	56	51	52
	1981	49	56	62	55	60	59	67	54	59
	1980	65	54	60	53	57	56	62	54	60
Washington Grove	1985	65	67	80	66	79	74	89	64	74
	1984	55	63	74	64	75	73	88	57	64
	1983	60	65	77	62	71	73	88	63	74
	1982	72	56	61	53	56	59	67	55	60
	1981	51	55	60	54	58	60	70	54	59
	1980	59	60	70	57	64	65	79	57	64
Watkins Mill	1985	66	69	84	62	72	71	86	73	87
	1984	66	62	73	61	69	64	78	62	72
	1983	44	70	83	59	67	68	82	76	90
	1982	57	72	86	62	72	72	87	74	88
	1981	67	69	84	60	69	70	85	74	88
	1980	53	62	71	57	62	63	74	63	74
Wayside	1985	72	80	94	75	88	78	92	80	93
	1984	66	83	97	80	92	79	93	82	96
	1983**	67	77	92	74	88	72	88	77	92
	1982	52	83	95	79	91	77	91	82	94
	1981	51	72	87	70	84	74	89	68	81
	1980	59	77	91	70	84	76	90	77	92

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Weller Road	1985	62	57	63	54	57	61	72	54	59
	1984	57	65	79	63	74	67	81	64	77
	1983	55	65	77	62	72	65	78	65	77
	1982	64	55	61	53	56	57	64	55	61
	1981	72	59	67	53	55	59	67	62	71
	1980	66	54	57	53	56	53	56	54	59
Westbrook	1985	31	71	86	72	86	73	88	70	83
	1984	22	78	93	70	84	79	92	80	94
	1983	36	72	87	70	83	78	92	70	85
	1982**	36	76	91	72	86	76	91	75	89
	1981	38	74	88	75	88	79	93	71	84
	1980	35	75	89	73	86	74	89	74	88
Westover	1895	60	69	85	63	73	70	85	70	84
	1984	52	67	81	63	74	67	82	69	81
	1983	59	70	86	64	75	67	82	71	88
	1982	42	68	85	63	74	68	83	65	80
	1981	35	63	74	61	71	64	77	64	74
	1980	56	68	82	64	75	72	87	65	77
Wheaton Woods	1985	75	74	92	67	80	76	91	76	93
	1984	65	56	62	57	63	61	72	55	60
	1983**	75	62	73	59	66	62	74	63	75
	1982	50	59	67	58	65	63	75	58	65
	1981	48	56	62	54	57	63	74	55	60
	1980	59	57	64	55	60	62	74	56	61
Whetstone	1985	91	71	85	63	74	73	88	72	86
	1984	81	71	86	66	78	69	84	71	85
	1983	78	65	78	66	78	68	83	62	71
	1982	81	73	88	71	85	74	89	69	82
	1981	67	65	79	64	75	69	85	62	72
	1980	71	69	85	64	75	68	83	69	82

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 1 (cont.)

California Achievement Test Results by School
1980-1985, Grade 3

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Wood Acres	1985	61	76	90	73	86	79	92	74	88
	1984	50	80	94	74	87	80	93	80	94
	1983	67	83	96	74	88	79	92	84	96
	1982**	59	79	92	71	85	73	88	81	94
	1981	31	74	89	72	86	73	88	72	88
	1980	34	78	91	75	89	74	89	77	90
Woodfield	1985	67	82	95	72	86	82	94	82	94
	1984	67	79	93	70	84	82	94	78	92
	1983	64	75	89	70	84	76	90	73	86
	1982	53	73	86	67	80	74	89	73	86
	1981	53	69	83	66	79	70	85	69	81
	1980	44	74	89	69	83	77	91	74	88
Woodlin	1985	53	67	81	60	68	67	81	70	84
	1984	41	70	85	66	78	78	92	67	81
	1983	34	65	79	62	73	68	82	64	76
	1982	35	62	71	62	71	65	78	59	66
	1981	43	57	62	58	65	60	70	53	57
	1980	63	50	49	50	51	54	58	49	50
Wyngate	1985	59	82	95	74	87	76	91	84	96
	1984	64	82	95	74	87	70	93	83	96
	1983	80	72	87	63	74	73	88	73	88
	1982**	81	76	91	72	86	76	91	75	89
	1981	76	71	85	71	84	72	88	68	81
	1980	49	73	87	76	90	71	86	70	84

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

0221R/5

Table 2

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Ashburton	1985	48	75	89	68	83	77	91	75	89
	1984	35	67	80	65	78	69	83	65	76
	1983	59	73	89	66	81	71	86	76	92
	1982	58	61	71	59	68	59	66	64	75
	1981	58	65	77	64	77	66	79	63	73
	1980**	67	65	77	64	77	60	69	66	79
Bannockburn	1985	32	81	94	76	91	81	94	77	91
	1984	49	75	90	73	88	77	92	71	85
	1983	41	77	92	73	89	70	85	78	94
	1982	45	72	86	70	85	72	86	71	84
	1981	39	70	82	70	85	69	82	65	76
	1980	46	78	93	74	90	76	91	76	91
Barnsley	1985	65	74	89	69	85	78	92	72	87
	1984	60	75	90	69	84	76	91	74	90
	1983	60	71	86	67	81	74	88	71	85
	1982	75	73	89	68	82	74	90	73	88
	1981	85	73	89	68	82	76	91	73	88
	1980**	75	73	89	67	81	76	91	74	88
Beall	1985	71	64	76	59	69	71	86	62	72
	1984	71	68	82	61	70	70	84	68	81
	1983	78	69	83	62	73	72	87	71	85
	1982**	91	60	68	55	60	63	74	62	71
(W Rockville)	1981	40	64	74	63	75	68	81	61	70
(W Rockville)	1980	51	60	69	58	67	58	65	61	72
Bells Mill	1985	42	73	87	68	83	73	87	71	85
	1984	47	76	90	69	84	83	95	71	83
	1983**	57	80	94	73	87	82	95	77	91
	1982	34	67	80	61	72	73	88	63	73
	1981	45	75	90	70	85	79	93	72	85
	1980	53	76	92	70	85	80	93	74	89

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Belmont	1985	61	74	88	69	83	74	88	73	86
	1984	52	79	93	73	88	82	94	77	91
	1983	45	74	88	70	84	77	91	70	83
	1982	38	72	86	68	81	73	89	68	80
	1981	68	73	87	68	82	79	93	70	84
	1980	72	67	79	67	81	70	84	63	72
Bel Pre	1985	45	70	85	63	75	74	89	70	87
	1984	42	70	83	67	81	78	91	66	77
	1983	48	71	85	64	77	75	89	71	86
	1982**	61	72	87	65	78	75	89	72	87
	1981	41	67	81	61	71	70	84	70	82
	1980	41	61	70	57	64	63	74	62	72
Bethesda	1985	48	74	89	67	81	82	95	70	83
	1984	52	75	91	68	82	80	94	73	87
	1983	61	72	88	68	84	74	90	71	85
	1982**	51	69	81	67	83	71	85	66	77
	1981	49	75	89	70	85	76	90	73	87
	1980	51	72	86	70	85	75	89	68	79
Beverly Farms	1985	91	80	94	73	87	79	93	79	94
	1984	95	79	93	73	88	81	94	77	91
	1983**	79	73	87	67	81	74	89	71	85
	1982	41	70	82	72	87	73	87	63	72
	1981	59	75	90	71	86	74	89	75	89
	1980	57	74	89	71	86	74	89	72	86
Bradley Hills	1985	43	81	95	74	89	80	94	83	97
	1984	39	83	97	76	90	85	97	83	97
	1983	40	78	92	72	87	79	93	78	92
	1982**	37	72	86	69	84	73	88	71	85
(Bradley)	1981	34	79	93	75	90	79	94	75	90
(Bradley)	1980	49	78	93	73	88	76	91	78	93

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Broad Acres	1985	37	52	54	47	45	52	~~49~~ 54	55	60
	1984	35	49	47	43	36	52	53	54	58
	1983	31	64	74	58	66	63	74	69	81
	1982	44	53	55	48	46	55	59	57	64
	1981	30	49	48	49	49	54	57	47	45
	1980	33	54	57	51	52	61	70	51	53
Brookhaven	1985	45	67	79	64	77	70	84	64	74
	1984	44	68	83	63	76	73	89	68	81
	1983	48	69	84	64	76	71	85	70	85
	1982	60	70	84	66	80	72	87	69	82
	1981	78	66	78	62	74	70	84	64	74
	1980	73	72	87	68	83	72	84	71	85
Brown Station	1985	96	70	83	64	77	72	87	70	82
	1984	97	67	80	65	78	71	86	64	75
	1983	90	69	82	65	78	69	84	68	80
	1982	99	65	78	62	74	67	80	65	76
	1981	77	69	82	66	79	69	82	69	83
	1980	86	66	78	64	76	67	80	64	75
Burning Tree	1985	73	89	99	81	94	90	98	88	99
	1984	76	89	98	79	93	90	98	86	98
	1983	81	89	99	81	94	88	98	87	98
	1982	82	87	97	81	94	83	95	84	97
	1981	94	82	95	75	91	82	95	80	95
	1980	91	85	97	80	94	84	96	81	96
Burtonsville	1985	72	73	88	66	80	74	90	74	87
	1984	61	72	86	65	78	76	91	70	84
	1983**	66	69	82	64	77	70	84	69	82
	1982	29	72	87	64	77	76	91	72	86
	1981	44	66	78	61	71	71	85	63	75
	1980	29	73	88	71	86	74	88	69	83

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Candlewood	1985	55	75	91	69	84	76	91	75	91
	1984	54	77	92	69	83	74	89	81	95
	1983	48	67	79	63	75	67	81	66	79
	1982	68	67	81	64	77	68	82	66	77
	1981	71	73	87	69	83	71	86	72	85
	1980	85	66	78	64	76	68	82	63	73
Cannon Road	1985	70	81	97	73	90	82	95	81	97
	1984	70	88	99	79	93	87	97	88	99
	1983	50	87	99	77	92	88	98	88	99
	1982	43	80	95	75	90	81	95	77	94
	1981	49	70	84	66	79	74	89	68	81
	1980	76	66	78	63	75	68	82	65	76
Carderock Springs	1985	52	82	95	74	89	84	96	80	95
	1984	35	79	92	71	86	81	94	79	93
	1983	42	79	93	76	91	82	94	75	91
	1982	36	74	87	69	83	79	92	72	85
	1981	41	72	86	68	82	72	86	70	83
	1980	33	76	90	70	85	79	93	74	87
Cashell	1985	81	75	89	66	80	75	91	77	91
	1984	69	75	90	66	80	76	91	77	92
	1983	78	73	88	67	81	74	89	73	87
	1982	75	71	85	66	80	73	88	70	84
	1981	89	68	81	66	80	66	77	67	80
	1980	85	67	80	62	73	69	82	68	80
Cedar Grove	1985	41	74	89	68	81	77	91	74	87
	1984	40	76	91	66	79	80	94	76	92
	1983	28	66	78	60	70	66	78	67	78
	1982	34	65	78	64	77	66	78	64	76
	1981	32	71	86	67	81	73	88	71	84
	1980	40	67	79	66	80	71	86	62	71

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Chevy Chase	1985	68	75	90	70	86	76	91	75	89
	1984	72	73	88	69	84	73	89	71	85
	1983	89	70	84	68	82	72	87	68	80
	1982	73	73	88	70	85	72	87	72	86
	1981	72	70	84	64	77	71	87	68	81
	1980	79	70	84	67	81	68	83	69	82
Clarksburg	1985	34	77	93	68	84	80	94	76	92
	1984	43	68	83	60	69	72	87	69	84
	1983	58	71	86	68	83	74	89	68	82
	1982	52	58	64	57	64	61	70	57	62
	1981	36	57	63	56	64	63	74	53	57
	1980	40	56	61	58	66	55	59	56	62
Cold Spring	1985	52	86	97	75	89	88	97	85	97
	1984	51	83	96	70	84	85	97	85	97
	1983	51	80	94	74	89	80	94	80	94
	1982	47	76	90	71	85	75	89	76	91
	1981	74	76	90	70	85	78	92	73	86
	1980	79	75	88	67	81	70	84	76	90
College Gardens	1985	63	71	85	68	83	74	89	68	80
	1984	54	74	88	67	82	79	93	73	87
	1983	62	74	89	72	87	74	89	73	86
	1982	68	73	87	71	86	73	88	72	85
	1981	89	69	82	68	82	68	82	67	80
	1980	83	68	81	66	79	70	85	67	79
Cresthaven	1985	70	68	80	63	76	74	89	64	75
	1984	46	74	90	66	81	78	93	73	88
	1983	50	72	87	69	84	72	87	69	82
	1982**	51	68	81	66	80	70	84	65	76
	1981	44	67	80	67	82	70	85	64	75
	1980	39	67	78	67	81	68	81	63	73

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Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Damascus ES	1985	70	79	93	70	85	80	94	77	92
	1984	72	72	87	66	79	72	87	72	87
	1983	71	73	88	69	84	74	89	72	85
	1982	71	69	82	66	80	70	83	67	78
	1981	72	65	77	61	72	67	79	65	75
	1980	85	61	70	57	64	61	70	63	73
Darnestown	1985	62	79	94	73	88	83	95	78	94
	1984	64	70	84	67	81	73	88	69	81
	1983	61	71	85	69	84	75	90	67	79
	1982	68	72	85	68	83	71	86	72	85
	1981	63	76	91	70	85	76	91	77	91
	1980	72	75	89	71	86	75	90	74	87
Diamond	1985	94	74	90	68	84	79	94	72	87
	1984	77	73	89	66	80	75	90	74	90
	1983	90	70	83	68	82	67	80	69	82
	1982	95	68	82	67	81	65	76	69	82
	1981	96	71	85	66	80	69	84	73	86
	1980	105	68	82	65	78	69	83	68	80
DuFief	1985	62	73	89	68	83	75	90	71	86
	1984	69	81	96	73	88	81	95	81	97
	1983	60	80	94	72	87	81	95	78	93
	1982	73	73	89	68	82	73	90	73	90
	1981	74	70	84	65	77	69	83	72	86
	1980	83	67	79	65	78	70	83	66	77
Fairland	1985	68	73	89	68	83	76	90	70	85
	1984	70	74	89	70	84	75	90	73	89
	1983	72	69	83	67	80	71	86	65	77
	1982	64	64	75	65	78	66	78	61	70
	1981	84	65	76	64	76	66	78	63	73
	1980	86	71	85	67	81	73	88	70	83

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Fallsmead	1985	59	81	95	71	85	88	97	79	93
	1984	45	79	92	70	84	82	95	78	92
	1983	45	77	91	67	81	83	95	75	89
	1982	49	74	89	66	79	83	95	71	85
	1981	65	73	88	70	85	75	89	70	85
	1980	62	75	90	68	82	76	90	76	90
Farmland	1985	48	81	95	75	90	84	96	81	94
	1984	65	82	95	73	87	83	95	80	94
	1983	71	78	94	71	87	77	92	78	94
	1982**	66	80	93	68	83	81	94	81	94
	1981	47	80	94	74	88	80	93	80	94
	1980	52	86	97	79	93	86	97	84	96
Fields Road	1985	52	64	75	60	69	68	83	62	71
	1984	58	68	81	61	72	71	85	69	82
	1983	35	68	82	66	80	70	85	67	79
	1982	48	64	76	59	68	64	76	66	78
	1981	49	64	76	65	78	67	79	60	68
	1980	47	65	76	63	75	67	80	64	74
Flower Hill	1985	67	64	75	60	70	67	82	63	73
Flower Valley	1985	43	82	95	72	87	85	96	81	96
	1984	49	81	94	73	88	83	95	76	91
	1983	59	75	90	70	84	82	95	71	84
	1982	59	69	82	64	76	74	89	68	80
	1981**	94	66	79	65	79	71	86	63	74
	1980	74	71	86	67	82	70	84	73	86

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Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Forest Knolls	1985	33	76	91	66	81	80	94	79	92
	1984	38	75	89	67	81	77	92	75	89
	1983	41	74	90	65	79	76	91	77	93
	1982**	39	62	72	60	70	62	71	62	71
	1981	43	65	76	62	72	67	79	65	76
	1980	30	71	84	65	78	74	90	67	79
Fox Chapel	1985	71	63	74	57	65	67	82	62	73
	1984	121	67	81	62	72	68	83	68	81
	1983	81	63	75	60	70	66	79	62	72
	1982	83	67	81	63	75	69	83	66	78
	1981	79	66	79	61	72	66	80	66	78
	1980	74	70	85	64	78	71	86	72	86
Gaithersburg ES	1985	68	60	69	58	67	64	75	57	62
	1984	88	62	72	57	64	64	76	62	71
	1983	87	66	78	64	76	65	77	66	77
	1982	65	60	69	59	68	61	70	58	65
	1981	82	63	73	60	71	65	77	62	71
	1980	92	57	63	57	63	59	66	56	61
Galway	1985	48	70	83	65	78	68	81	71	83
	1984	62	66	79	60	70	65	78	71	84
	1983	46	67	80	63	74	66	78	69	81
	1982	35	72	85	67	80	69	82	75	88
	1981	38	68	80	65	78	69	83	64	73
	1980	55	68	81	64	77	65	78	68	79
Garrett Park	1985	53	78	92	68	82	79	93	80	94
	1984	37	75	90	67	82	77	91	79	93
	1983	41	68	81	65	78	67	80	70	85
	1982**	45	70	84	68	81	72	86	69	82
	1981	27	68	82	66	80	68	81	66	81
	1980	42	65	77	66	79	68	81	61	71

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Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Georgian Forest	1985	45	75	90	68	84	78	93	76	90
	1984	30	68	81	64	77	69	84	67	79
	1983	25	69	82	62	72	68	81	73	86
	1982	49	67	79	63	75	65	78	68	81
	1981	55	70	83	64	77	68	81	71	84
	1980	49	65	76	63	75	65	78	64	75
Germantown	1985	71	68	82	64	77	72	87	67	79
	1984	81	73	87	71	86	73	88	67	79
	1983	85	68	81	64	76	68	81	69	82
	1982	64	62	71	60	69	62	73	61	70
	1981	74	66	79	63	75	63	73	70	82
	1980	87	65	76	63	75	64	76	63	73
Glen Haven	1985	50	59	66	53	54	58	64	64	74
	1984	52	58	64	54	58	57	61	61	70
	1983	53	64	76	58	67	65	76	66	77
	1982**	62	56	61	57	64	58	65	53	57
	1981	69	56	62	56	62	56	61	57	63
	1980	59	56	60	58	65	54	57	55	59
Glenallan	1985	49	66	77	61	70	66	80	64	74
	1984	50	67	78	59	67	68	81	69	81
	1983	64	73	87	67	82	73	88	73	88
	1982**	69	70	84	64	76	73	88	70	84
	1981	48	62	71	58	66	64	76	60	68
	1980	44	53	56	55	60	57	63	48	48
Greenwood	1985	60	75	90	68	82	78	92	74	89
	1984	97	74	89	68	82	74	88	75	90
	1983	68	76	91	68	82	76	91	78	92
	1982	72	74	89	71	85	82	94	69	81
	1981	97	66	78	65	77	67	80	62	71
	1980	105	66	79	64	77	68	82	64	74

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**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Harmony Hills	1985	42	59	67	53	56	64	75	60	69
	1984	45	66	78	62	73	69	84	66	77
	1983	41	58	64	57	63	59	67	57	62
	1982	38	56	60	52	54	57	61	61	69
	1981	67	54	58	53	57	56	61	55	61
	1980	58	61	71	60	69	59	67	63	73
Highland	1985	63	61	70	58	66	63	74	59	68
	1984	57	53	57	52	54	57	64	53	57
	1983	74	64	76	58	67	66	78	65	77
	1982	69	52	53	52	53	51	52	53	55
	1981	86	59	68	56	61	58	66	61	71
	1980	99	54	58	52	54	54	58	55	61
Highland View	1985	53	61	71	56	64	62	73	63	74
	1984	59	64	76	60	69	63	76	66	78
	1983	65	61	69	56	63	59	67	64	75
	1982**	64	53	57	54	60	54	57	52	55
	1981	45	60	68	59	68	61	71	57	63
	1980	72	58	65	61	72	64	76	51	54
Jackson Road	1985	60	74	88	68	83	75	90	73	86
	1984	60	77	92	70	85	77	92	79	93
	1983	69	76	91	69	83	77	92	75	90
	1982	62	68	82	67	83	67	80	67	79
	1981	86	67	80	64	77	68	81	66	77
	1980	92	70	84	66	80	69	83	70	85
Kemp Mill	1985	64	68	79	63	75	70	84	67	79
	1984	62	66	79	61	72	71	86	66	77
	1983	66	66	79	61	72	67	82	67	81
	1982**	65	75	90	68	83	75	90	76	91
	1981	40	71	86	66	81	72	88	70	84
	1980	49	68	81	65	79	70	84	67	79

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Kensington-	1985	31	69	85	67	83	74	89	66	79
Parkwood	1984	31	68	82	69	84	70	85	64	75
	1983	40	69	84	69	84	67	82	68	80
	1982**	49	63	74	62	74	63	74	62	71
(Parkwood)	1981	43	63	74	64	77	68	82	57	65
(Parkwood)	1980**	46	61	70	59	67	63	75	60	69
Lake Seneca	1985	89	65	76	63	75	64	76	64	75
Lakewood	1985	76	85	98	76	91	83	95	86	98
	1984	72	84	97	77	92	85	96	83	96
	1983	36	76	91	69	84	78	93	76	90
	1982	41	73	88	69	83	75	90	71	85
	1981	49	69	83	69	84	72	87	65	77
	1980	57	70	84	67	81	73	87	66	78
Laytonsville	1985	62	76	90	68	83	75	89	77	91
	1984	65	77	91	69	84	74	88	78	92
	1983	67	71	86	67	81	72	87	71	85
	1982	73	71	85	66	80	72	87	70	83
	1981	88	74	89	66	80	74	89	76	91
	1980	104	70	84	66	79	67	79	72	86
Luxmanor	1985	45	87	98	75	90	91	98	87	98
	1984	45	76	90	68	82	79	93	74	88
	1983	50	76	90	71	85	75	89	76	91
	1982**	46	79	94	72	87	78	92	79	94
	1981	41	82	95	76	90	85	96	81	94
	1980	42	79	93	73	89	82	95	75	88

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Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Maryvale	1985	28	54	57	49	48	59	68	55	60
	1984	27	55	60	51	52	58	66	56	62
	1983	42	45	41	43	37	49	46	47	45
	1982	45	53	55	49	49	56	59	55	59
	1981	56	45	41	45	41	48	46	45	42
	1980	57	45	40	48	46	45	40	44	41
Meadow Hall	1985	37	66	78	63	74	67	79	65	77
	1984	44	68	81	64	77	67	80	69	82
	1983	42	63	72	62	72	65	77	60	68
	1982**	47	64	74	61	70	62	72	67	78
	1981	42	61	70	60	70	64	77	58	64
	1980	65	58	65	59	67	60	68	56	62
Mill Creek Tn	1985	109	68	82	64	77	69	83	67	80
	1984	88	68	81	64	76	69	84	66	78
	1983	84	67	81	64	77	67	80	67	79
	1982	105	59	66	57	65	60	68	58	65
	1981	72	66	77	60	69	63	74	69	81
	1980	92	64	76	59	68	66	78	66	77
Monocacy	1985	25	68	81	65	79	75	91	63	73
	1984	18	64	75	65	77	66	77	62	72
	1983	25	53	55	55	59	55	59	50	51
	1982	32	55	59	57	64	58	63	53	56
	1981	33	53	56	54	58	54	56	53	57
	1980	25	68	81	66	79	67	82	67	79
N. Chevy Chase	1985	75	66	78	64	76	64	75	67	79
	1984	72	63	73	60	70	58	65	65	78
	1983	42	64	76	62	75	66	79	61	71
	1982***	-	-	-	-	-	-	-	-	-
	1981	40	71	85	70	85	71	87	67	79
	1980**	69	69	84	68	84	69	85	64	75

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

***North Chevy Chase was closed in 1982.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Oak View	1985	44	73	88	67	81	68	81	76	91
	1984	58	65	78	63	76	61	70	66	81
	1983	59	61	71	60	70	60	68	61	71
	1982**	35	56	61	56	62	59	68	55	61
	1981	83	54	58	54	59	57	62	53	56
	1980	84	57	63	57	64	57	63	57	64
Oakland Terrace	1985	84	69	84	67	81	71	87	67	81
	1984	71	69	83	66	80	69	85	68	81
	1983	72	63	74	64	76	66	78	60	69
	1982**	80	62	72	61	71	64	77	60	68
	1981	61	63	74	64	76	61	71	63	73
	1980	65	65	77	66	80	64	76	62	72
Olney	1985	50	68	80	61	72	74	89	65	77
	1984	48	72	86	67	81	79	93	70	82
	1983	50	72	86	65	79	78	92	71	85
	1982	51	62	72	60	70	71	86	59	66
	1981	63	70	84	66	80	78	92	66	78
	1980	59	64	74	62	73	67	79	61	71
Page	1985	55	76	91	70	85	73	89	75	89
	1984	72	74	90	68	83	74	88	73	90
	1983	42	65	78	65	78	66	77	63	75
	1982	53	76	92	69	84	76	91	75	90
	1981	40	64	76	60	69	65	77	65	75
	1980	49	64	75	62	72	65	76	64	75
Pine Crest	1985	59	67	80	65	79	70	84	64	76
	1984	62	62	72	58	66	65	76	63	73
	1983	71	66	80	60	71	65	77	69	83
	1982	48	59	67	58	67	60	68	57	64
	1981	58	57	63	58	67	59	68	54	58
	1980	67	58	64	59	67	61	71	53	58

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Piney Branch	1985	128	72	87	68	82	71	86	71	86
	1984	97	68	83	61	70	67	82	74	89
	1983	119	66	79	63	75	66	79	67	80
	1982**	132	63	74	60	70	61	71	65	75
	1981	122	55	60	57	65	56	61	53	57
	1980	127	57	64	60	70	59	67	52	55
Poolesville ES	1985	73	71	84	66	79	75	89	69	82
	1984	84	65	77	63	75	71	85	62	72
	1983	81	62	71	60	70	62	72	61	70
	1982	72	61	70	62	73	61	70	59	68
	1981	82	61	70	60	70	63	74	60	67
	1980	103	58	64	58	67	59	66	55	60
Potomac	1985	42	82	95	73	88	81	94	82	96
	1984	38	84	95	75	89	85	96	83	95
	1983	52	69	82	66	79	68	82	67	79
	1982	70	78	93	73	88	79	93	75	90
	1981	82	75	90	72	87	75	89	74	88
	1980	102	79	93	72	87	78	92	78	93
Ritchie Park	1985	69	78	92	73	88	81	94	74	89
	1984	75	80	93	73	88	83	95	77	91
	1983	62	81	95	74	89	84	96	77	92
	1982	79	75	90	71	86	78	92	71	86
	1981	66	77	91	75	90	78	92	72	86
	1980	61	77	91	72	87	77	92	72	86
Rock Ck Forest	1985	26	71	85	68	82	80	93	67	79
	1984	27	76	90	71	85	84	95	71	85
	1983	46	69	82	66	81	72	85	67	79
	1982	35	68	81	66	79	73	88	65	75
	1981	46	67	80	67	82	68	81	64	75
	1980	31	64	75	62	74	67	81	63	73

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Rock Ck Valley	1985	37	84	96	71	87	85	96	86	98
	1984	34	80	95	68	83	82	95	85	97
	1983	45	78	93	67	82	81	94	79	93
	1982	47	75	89	64	76	80	94	76	91
	1981	59	75	90	67	81	78	93	74	89
	1980	74	69	83	66	81	73	88	67	79
Rock View	1985	55	68	81	64	76	75	89	65	75
	1984	49	68	81	64	76	69	83	67	79
	1983	59	68	81	66	80	67	80	66	77
	1982**	65	61	69	63	75	62	71	59	66
(R C Palisades)	1981	47	66	78	63	76	65	77	66	77
(R C Palisades)	1980	49	66	78	64	76	68	82	64	75
Rolling Terrace	1985	36	63	73	55	60	65	76	68	81
	1984	38	66	79	60	70	65	77	70	84
	1983	43	52	55	47	45	51	52	59	68
	1982	37	49	48	42	36	53	56	52	53
	1981***	-	-	-	-	-	-	-	-	-
	1980***	-	-	-	-	-	-	-	-	-
Rosemont	1985	30	68	82	61	73	77	92	68	79
	1984	32	70	83	65	77	78	92	68	79
	1983	32	71	85	64	77	71	86	72	86
	1982	27	64	75	62	74	64	75	64	74
	1981	40	58	65	57	64	62	73	57	62
	1980	37	62	72	58	66	65	77	61	70
Seven Locks	1985	20	78	92	71	86	77	92	78	94
	1984	18	83	96	77	90	83	95	83	96
	1983	23	71	86	67	81	73	87	71	86
	1982	36	77	91	74	89	73	87	76	90
	1981	45	77	92	74	90	75	90	76	91
	1980	44	74	89	72	87	75	90	71	84

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

***Rolling Terrace did not have a fifth grade in 1980 and 1981.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Sherwood ES	1985	45	68	80	63	75	71	87	64	75
	1984	51	73	87	69	84	76	90	70	84
	1983	44	73	88	69	83	75	89	71	85
	1982	62	64	76	62	72	66	79	62	72
	1981	77	65	76	63	74	66	79	63	73
	1980	74	65	78	61	73	65	77	67	78
Somerset	1985	31	79	92	74	89	80	94	75	88
	1984	34	79	93	76	90	81	94	74	87
	1983	32	72	85	67	81	74	89	70	82
	1982**	41	75	90	71	86	73	87	74	88
	1981	49	79	93	75	90	75	90	78	91
	1980	51	72	86	69	83	72	86	73	86
South Lake	1985	60	73	88	67	81	78	93	70	83
	1984	73	69	83	64	77	72	86	69	82
	1983	65	60	69	59	67	62	71	61	69
	1982	72	64	76	63	75	67	80	62	72
	1981	63	65	78	66	79	67	80	60	69
	1980	77	62	72	63	74	63	74	59	66
Stedwick	1985	71	75	90	70	85	75	91	73	88
	1984	83	75	91	68	82	78	93	75	90
	1983	84	75	91	69	83	73	88	78	93
	1982	84	74	89	69	83	74	89	74	90
	1981	102	68	82	65	79	69	84	67	79
	1980	121	70	83	68	82	71	86	67	79
Stonegate	1985	39	75	90	69	84	75	91	74	89
	1984	50	77	91	67	81	78	92	80	94
	1983**	46	72	86	67	81	76	91	69	82
	1982	45	75	89	70	84	76	90	73	87
	1981	46	69	84	67	82	68	83	68	81
	1980	63	75	89	70	84	74	88	74	88

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Strathmore	1985	38	66	78	60	69	65	77	68	81
	1984	42	62	72	54	59	67	81	62	71
	1983	36	61	70	58	67	66	80	58	65
	1982	30	64	76	60	70	68	82	59	68
	1981	46	56	61	56	62	56	61	54	58
	1980	55	55	59	52	54	56	60	56	62
Summit Hall	1985	29	65	78	60	70	68	83	65	77
	1984	47	64	74	62	72	64	76	63	73
	1983	34	63	74	60	69	61	71	68	81
	1982	46	65	77	60	70	67	79	67	78
	1981	56	65	77	62	73	64	74	65	77
	1980	72	63	74	63	75	64	74	61	70
Travilah	1985	51	71	85	66	80	73	88	68	80
	1984	45	60	68	61	72	58	64	61	70
	1983	38	64	74	67	81	71	85	58	65
	1982	43	74	89	67	80	81	95	70	84
	1981	53	67	78	64	77	68	82	65	75
	1980	58	66	77	65	77	69	83	62	71
Twinbrook	1985	53	61	71	59	58	68	81	59	67
	1984	79	61	69	57	64	66	78	60	68
	1983	64	61	70	58	65	66	78	61	71
	1982**	82	61	69	57	64	61	71	62	71
	1981	59	56	60	53	56	58	66	56	62
	1980	71	63	72	60	69	62	73	64	75
Viers Mill	1985	69	58	65	54	58	63	75	56	62
	1984	62	62	73	56	63	72	87	62	71
	1983**	73	61	70	55	60	67	80	61	69
	1982	47	63	73	61	70	69	82	60	68
	1981	50	64	75	58	66	69	82	64	74
	1980	64	59	67	55	61	65	77	57	64

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Washington Grove	1985	45	71	85	64	78	76	92	69	82
	1984	68	71	86	63	75	75	91	71	85
	1983	63	70	83	64	76	76	91	68	79
	1982	61	59	67	58	66	64	75	53	58
	1981	43	65	78	64	76	72	87	61	71
	1980	56	62	72	63	73	68	81	59	67
Watkins Mill	1985	54	60	69	59	67	63	74	59	67
	1984	55	66	78	62	73	64	76	68	80
	1983	61	70	84	66	79	70	84	71	85
	1982	56	68	80	65	78	71	84	65	75
	1981	66	63	74	61	70	67	80	62	73
	1980	65	61	70	60	69	61	71	61	69
Wayside	1985	80	78	93	71	86	78	92	79	93
	1984	104	86	97	77	92	84	96	86	97
	1983**	73	77	92	72	87	77	91	76	91
	1982	56	78	92	71	86	77	91	79	93
	1981	62	80	94	73	87	84	96	78	92
	1980	69	75	91	71	86	74	88	74	89
Weller Road	1985	59	66	78	59	67	68	80	70	83
	1984	57	63	73	58	66	62	73	65	77
	1983	80	65	76	60	69	65	77	67	80
	1982	69	61	72	57	64	64	76	63	73
	1981	57	56	60	57	63	56	61	55	60
	1980	93	58	66	58	65	59	67	58	65
Westbrook	1985	27	80	94	78	92	79	93	79	93
	1984	36	79	94	76	91	77	92	77	91
	1983	37	74	87	77	92	78	92	64	75
	1982**	33	76	89	76	91	75	89	71	84
	1981	40	70	83	71	86	73	87	64	74
	1980	47	73	86	74	89	74	88	67	79

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Westover	1985	61	72	89	68	83	76	91	70	85
	1984	72	70	85	64	76	70	85	71	86
	1983	54	68	83	64	79	70	85	69	83
	1982	55	75	90	68	84	74	90	74	88
	1981	47	74	88	69	84	73	87	74	88
	1980	74	68	81	65	79	69	83	66	77
Wheaton Woods	1985	78	71	86	64	76	73	89	72	87
	1984	80	62	71	59	67	66	79	59	66
	1983**	77	59	66	57	64	60	70	58	65
	1982	66	60	68	56	62	59	67	61	69
	1981	78	60	68	59	68	62	71	57	64
	1980	76	59	67	60	70	60	70	57	64
Whetstone	1985	75	72	88	67	81	74	89	72	88
	1984	80	73	88	70	85	74	89	70	84
	1983	74	69	83	66	79	71	85	67	81
	1982	76	70	83	68	84	71	84	67	79
	1981	84	68	81	66	81	69	83	65	76
	1980	101	67	79	65	78	67	80	66	77
Wood Acres	1985	62	84	97	77	92	83	96	83	96
	1984	68	85	97	77	91	86	97	84	97
	1983	69	81	94	78	93	82	95	76	90
	1982**	72	81	94	76	91	76	90	80	95
	1981	55	76	90	72	88	76	90	75	88
	1980	55	77	91	76	91	80	94	71	84
Woodfield	1985	74	81	95	71	85	83	96	82	97
	1984	65	82	95	71	86	83	96	84	96
	1983	59	79	93	69	83	81	94	81	95
	1982	63	81	95	72	87	85	96	82	95
	1981	81	76	91	69	84	77	92	76	90
	1980	76	72	87	66	80	79	93	71	85

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

Table 2 (cont.)

California Achievement Test Results by School
1980-1985, Grade 5

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Woodlin	1985	47	62	74	58	66	67	81	62	72
	1984	40	73	88	67	81	75	90	74	90
	1983	47	67	82	62	75	74	90	65	77
	1982**	32	66	79	63	76	71	86	63	73
	1981***	-	-	-	-	-	-	-	-	-
	1980***	-	-	-	-	-	-	-	-	-
Wyngate	1985	61	81	95	74	89	83	95	78	94
	1984	78	79	93	74	89	83	95	74	89
	1983	97	77	92	72	88	80	94	73	87
	1982**	62	76	91	73	89	77	92	72	87
	1981	73	77	90	75	90	77	91	72	85
	1980	80	78	92	77	92	78	93	74	88

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores, since it could have changed the characteristics of the school population.

***Woodlin did not have a fifth grade in 1980 and 1981.

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Table 3

California Achievement Test Results by School
1980-1985 Grade 8

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Baker	1985	246	67	79	64	74	64	75	69	82
	1984	267	66	79	63	74	64	76	68	81
	1983	314	65	77	63	74	63	73	66	79
	1982	287	65	76	63	73	62	72	66	79
	1981	261	64	75	62	72	63	73	65	77
	1980	267	62	71	59	67	62	72	63	74
Banneker	1985	299	70	84	66	79	70	83	70	84
	1984	326	66	77	65	76	63	73	66	79
	1983**	356	68	81	66	78	65	77	70	85
	1982	285	66	78	65	77	63	74	66	79
	1981	265	65	76	64	75	63	75	65	77
	1980	243	66	78	65	77	64	75	66	78
Cabin John	1985	175	77	92	74	89	75	90	76	91
	1984	225	75	90	70	85	73	88	76	91
	1983	241	77	91	73	87	75	90	78	92
	1982	242	73	88	69	82	74	88	74	88
	1981	272	76	90	71	86	75	90	76	90
	1980	291	72	87	71	85	73	87	71	85
Eastern	1985	192	58	65	55	60	57	64	61	69
	1984	287	59	66	56	62	56	62	62	72
	1983**	285	58	64	58	64	56	62	58	66
	1982	179	63	72	64	76	63	74	60	68
	1981	141	60	68	60	68	62	73	58	65
	1980	145	63	74	63	73	65	77	62	71
Farquhar	1985	267	67	79	63	74	62	73	70	85
	1984	320	68	81	65	77	64	75	69	82
	1983	321	66	78	65	76	63	73	67	80
	1982	343	67	79	65	77	66	79	66	79
	1981	307	65	77	65	76	64	75	66	78
	1980	311	61	70	60	69	60	69	63	73

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 3 (cont.)

California Achievement Test Results by School
1980-1985, Grade 8

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Frost	1985	379	76	92	73	88	75	90	77	92
	1984	385	75	90	73	87	73	87	76	90
	1983	376	75	90	72	86	74	88	75	89
	1982	420	74	89	72	86	73	88	73	88
	1981	362	73	88	71	85	71	85	73	88
	1980	406	72	86	70	84	70	85	71	86
Gaithersburg Jr	1985	272	62	71	59	66	61	71	63	74
	1984	318	65	77	63	74	64	76	65	76
	1983	341	60	69	60	68	60	70	61	70
	1982	343	59	67	58	66	60	69	59	68
	1981	331	61	69	60	69	59	68	61	71
	1980	294	57	64	57	64	57	63	57	64
Hoover	1985	209	80	94	76	90	79	92	81	94
	1984	243	78	92	74	89	75	90	79	93
	1983	239	76	90	73	88	71	86	76	90
	1982	283	73	88	71	86	73	88	73	87
	1981	269	75	89	73	87	74	88	74	88
	1980	269	74	89	73	88	73	88	73	87
King	1985	287	64	75	62	72	62	72	66	79
	1984	261	66	78	63	73	61	71	69	82
	1983	265	65	77	63	74	62	73	66	78
	1982	215	61	69	61	71	60	69	60	69
	1981	196	60	68	59	67	59	67	60	68
	1980***	-	-	-	-	-	-	-	-	-
Lee	1985	326	70	84	71	84	67	80	68	81
	1984	345	64	76	63	73	62	73	65	78
	1983	351	63	73	61	70	62	73	64	75
	1982	398	64	75	63	74	63	73	65	76
	1981**	383	62	72	63	73	60	69	64	74
	1980	167	67	80	66	78	66	79	67	80

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

***King was not yet opened.

Table 3 (cont.)

California Achievement Test Results by School
1980-1985, Grade 8

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Montgomery Village	1985	252	71	86	67	80	72	86	71	85
	1984	249	69	82	66	79	69	83	69	82
	1983	296	68	81	68	82	66	79	66	79
	1982	285	70	84	70	83	70	84	68	81
	1981	277	68	81	68	81	66	79	66	79
	1980	312	66	78	66	78	65	77	65	77
Parkland	1985	325	65	76	60	69	64	75	69	82
	1984	380	61	70	60	68	64	75	60	69
	1983**	421	61	69	58	65	61	70	61	71
	1982	207	64	75	62	72	62	73	65	76
	1981	231	65	76	63	74	66	79	64	76
	1980	233	62	72	61	71	64	76	62	71
Poolesville HS	1985	95	64	75	60	69	61	70	67	80
	1984	94	61	70	60	68	61	70	61	71
	1983	117	59	67	58	65	55	61	61	71
	1982	113	60	68	57	64	56	62	64	75
	1981	133	60	67	59	67	58	65	61	70
	1980	126	56	62	54	57	54	59	59	66
Pyle	1985	342	79	94	76	91	77	92	79	93
	1984	366	79	93	77	91	77	91	77	91
	1983	444	81	95	79	94	79	93	78	93
	1982	475	75	90	75	90	73	88	73	88
	1981**	414	77	92	76	91	76	90	76	90
	1980	316	79	93	77	92	76	91	78	92
Redland	1985	290	69	82	66	78	69	83	70	84
	1984	303	68	81	65	76	67	80	69	83
	1983***									
	1982	290	68	81	67	79	67	80	68	82
	1981	274	68	81	66	79	67	80	68	81
	1980	277	63	73	64	74	63	74	62	72

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

***The answer sheets for Redland in 1983 were lost.

Table 3 (cont.)

California Achievement Test Results by School
1980-1985, Grade 8

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Ridgeview	1985	289	68	81	63	75	66	79	70	84
	1984	299	69	82	66	78	66	79	70	84
	1983	322	68	81	67	80	66	79	67	80
	1982	328	70	84	66	79	68	81	70	85
	1981	261	66	78	64	76	66	79	66	78
	1980	408	62	71	61	70	61	71	62	71
Sligo	1985	311	61	70	60	68	59	68	64	74
	1984	363	62	72	60	69	61	71	64	75
	1983**	395	59	67	59	66	58	65	60	69
	1982**	408	59	67	60	68	59	67	59	67
	1981	235	58	66	59	67	59	68	58	65
	1980	237	60	68	61	70	61	71	59	67
Takoma Park Jr	1985	206	73	89	70	85	70	84	75	90
	1984	147	58	65	57	63	57	64	59	67
	1983	153	59	68	57	63	60	69	59	68
	1982	148	55	59	54	58	52	55	57	64
	1981	172	52	55	52	54	53	56	53	56
	1980	157	53	55	53	56	53	56	53	57
Tilden	1985	361	74	89	70	85	72	86	76	91
	1984	418	74	89	72	86	73	87	75	90
	1983	417	75	90	71	85	73	88	76	90
	1982	449	73	88	70	83	71	86	74	89
	1981**	371	74	89	71	86	73	88	74	88
	1980**	199	73	87	70	84	72	86	74	88
Julius West	1985	221	66	79	63	74	64	76	69	83
	1984	259	65	77	62	72	64	76	68	81
	1983	268	64	74	62	72	62	73	65	76
	1982	262	62	71	62	71	60	69	62	72
	1981**	274	61	70	60	68	59	67	63	73
	1980	204	65	77	64	76	64	75	65	76

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 3 (cont.)

California Achievement Test Results by School
1980-1985, Grade 8

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Westland	1985	318	70	84	68	82	68	82	69	83
	1984	314	73	89	71	86	73	90	70	84
	1983	347	71	86	70	85	71	86	70	84
	1982	366	70	85	69	84	70	86	69	82
	1981**	409	71	86	71	86	71	86	69	83
(Western)	1980	162	75	90	75	89	79	93	69	82
White Oak	1985	385	70	84	67	79	67	80	71	86
	1984	394	68	82	65	77	65	77	70	84
	1983**	473	67	79	64	75	63	74	69	83
	1982	297	66	79	66	78	64	75	67	81
	1981	307	69	84	69	84	69	83	68	82
	1980	291	69	82	67	80	68	81	68	81
Wood	1985	287	73	88	69	83	72	86	73	87
	1984	348	68	81	65	77	66	79	70	84
	1983	376	67	80	67	80	65	77	66	79
	1982	421	68	82	67	79	67	80	69	82
	1981**	421	68	82	67	80	66	79	68	82
	1980	328	73	88	70	84	73	88	72	87

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

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Table 4

California Achievement Test Results by School
1980-1985, Grade 11

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
BCC	1985	369	69	84	70	83	69	82	67	79
	1984	388	70	84	71	84	69	83	67	79
	1983	427	67	81	66	78	67	80	66	78
	1982	396	68	83	68	81	68	82	65	77
	1981	364	69	83	68	80	70	84	66	78
	1980	389	67	80	66	78	68	81	65	76
Blair	1985**	356	56	60	55	59	55	59	56	61
	1984	307	53	55	51	53	53	55	53	57
	1983	361	51	53	51	54	52	53	52	54
	1982	403	52	55	52	54	53	55	53	55
	1981	375	50	50	50	51	50	51	51	52
	1980	462	49	49	48	47	49	49	51	53
Churchill	1985	516	74	90	72	85	73	88	72	86
	1984	534	76	91	74	87	75	89	74	87
	1983	515	75	91	73	87	75	89	72	86
	1982	490	73	88	70	83	72	86	71	84
	1981	456	73	88	70	83	73	87	71	84
	1980	500	71	86	68	81	70	84	70	83
Damascus HS	1985	245	62	71	61	70	60	68	62	72
	1984	243	63	73	62	72	63	73	62	72
	1983	237	62	72	60	68	62	73	62	72
	1982	247	58	65	57	63	57	64	58	65
	1981	248	59	66	57	63	57	64	60	68
	1980	232	59	68	58	66	59	67	59	67
Einstein	1985**	302	61	69	61	70	58	65	61	69
	1984	223	59	66	59	67	56	62	59	67
	1983	199	60	68	62	72	57	64	58	66
	1982	228	58	65	61	70	55	60	58	65
	1981	219	58	65	57	64	56	61	59	67
	1980	243	58	65	59	67	56	62	58	65

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 4 (cont.)

California Achievement Test Results by School
1980-1985, Grade 11

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Gaithersburg HS	1985	535	63	74	62	72	62	72	63	73
	1984	524	66	78	64	75	65	77	65	77
	1983	340	59	68	59	67	58	65	59	66
	1982	369	57	63	55	60	59	67	56	62
	1981	403	58	64	57	62	59	66	57	64
	1980	381	59	66	57	63	57	64	59	67
W Johnson	1985	216	71	86	69	82	68	82	70	83
	1984	194	70	85	69	82	68	81	69	82
	1983	230	69	85	69	82	68	81	68	81
	1982	233	69	83	69	81	67	79	68	80
	1981	290	70	84	69	81	68	81	69	82
	1980	306	68	81	67	80	66	78	66	78
Kennedy	1985**	357	65	76	63	74	63	73	64	76
	1984	326	62	73	62	71	61	70	62	72
	1983	344	62	73	61	71	61	70	63	73
	1982	327	61	69	61	69	59	67	60	69
	1981	319	62	72	62	71	60	69	62	72
	1980	380	61	71	60	69	60	69	61	71
Magruder	1985	318	68	82	67	79	66	78	69	82
	1984	286	67	80	65	76	65	77	67	79
	1983	276	64	76	63	74	64	76	64	75
	1982	270	62	73	60	68	61	71	64	74
	1981	280	65	77	63	73	63	73	65	77
	1980	330	62	72	61	71	59	67	63	73
R Montgomery	1985	215	58	65	56	61	54	59	61	70
	1984	253	59	67	58	66	56	61	61	71
	1983	296	56	62	55	60	53	57	61	70
	1982	300	59	67	59	66	57	64	60	69
	1981	285	59	66	60	68	57	63	59	67
	1980	329	59	67	59	67	58	65	59	66

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 4 (cont.)

California Achievement Test Results by School
1980-1985, Grade 11

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Paint Branch	1985	337	67	81	66	77	64	76	67	79
	1984	329	65	77	65	76	64	75	64	76
	1983	334	65	77	65	77	64	75	64	75
	1982	296	62	73	63	73	61	70	62	71
	1981	308	64	75	63	73	63	74	64	74
	1980	316	62	72	60	69	60	69	62	72
Poolesville HS	1985	90	60	68	61	70	57	63	61	69
	1984	107	58	65	59	67	56	62	57	64
	1983	102	54	58	56	61	52	55	56	61
	1982	94	58	65	58	66	55	59	58	65
	1981	92	52	54	54	57	49	49	55	59
	1980	100	51	52	55	59	50	50	52	54
Rockville	1985	443	68	82	66	78	66	79	68	80
	1984**	469	67	81	67	79	66	79	66	79
	1983	402	69	83	67	79	67	80	69	82
	1982	340	68	82	65	77	66	78	68	80
	1981	385	66	79	65	76	64	76	66	78
	1980	379	65	77	63	73	63	74	65	76
Seneca Valley	1985	520	66	78	65	77	62	72	65	77
	1984	494	62	73	62	72	61	70	62	72
	1983	596	67	80	67	79	65	77	66	78
	1982	482	62	72	61	70	60	69	62	72
	1981	440	63	73	62	71	63	74	61	71
	1980	506	63	73	62	72	62	72	60	69
Sherwood	1985	338	65	77	63	73	62	72	65	77
	1984	295	62	73	61	70	61	70	63	74
	1983	260	62	72	61	69	63	73	62	72
	1982	271	62	72	59	66	63	74	61	71
	1981	323	58	64	58	66	58	64	57	63
	1980	348	57	62	57	64	55	60	56	62

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

Table 4 (cont.)

California Achievement Test Results by School
1980-1985, Grade 11

School	Year	Number Tested	Total Battery NCE Mean	Total Battery Per Rank*	Total Reading NCE Mean	Total Reading Per Rank	Total Language NCE Mean	Total Language Per Rank	Total Math NCE Mean	Total Math Per Rank
Springbrook	1985	451	67	81	67	80	64	75	66	78
	1984	441	67	81	66	78	65	78	66	78
	1983	422	65	78	65	77	64	75	64	76
	1982	467	68	82	67	79	67	80	66	78
	1981	463	65	77	65	76	64	76	63	74
	1980	477	66	80	65	76	64	75	65	76
Wheaton	1985**	334	57	63	57	63	56	61	57	64
	1984	348	57	63	57	64	57	64	56	62
	1983	256	56	60	53	56	56	61	56	63
	1982	255	53	55	53	56	52	53	54	57
	1981	275	54	58	53	56	54	59	54	57
	1980	335	54	57	53	56	54	57	54	57
Whitman	1985	500	76	92	76	89	73	88	75	89
	1984	431	77	92	76	90	74	88	76	90
	1983	476	78	93	78	91	76	90	76	90
	1982	471	74	90	74	87	72	86	73	86
	1981	498	72	87	71	84	70	83	71	84
	1980	540	74	89	75	88	73	87	71	84
Woodward	1985	230	71	87	71	84	68	81	71	85
	1984	218	71	85	70	82	68	81	70	84
	1983	243	73	88	69	82	71	85	73	86
	1982	220	71	86	68	80	68	82	72	85
	1981	265	71	86	68	80	70	84	71	84
	1980	262	69	84	67	80	69	82	68	81
Wootton	1985	454	73	88	72	85	69	83	72	86
	1984	367	73	88	72	85	67	80	73	86
	1983	371	71	86	71	84	66	79	71	84
	1982	385	70	84	69	82	65	77	70	83
	1981	402	71	85	70	83	66	78	70	83
	1980	393	71	86	70	83	65	77	70	84

*This percentile rank is for the scale score mean for the school. It is not directly related to the NCE mean.

**The school received students from a closed school. This could have affected the test scores since it could have changed the characteristics of the school population.

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Current Subtest Scores

This section expands the results for the 1985-86 year that were presented as part of the historical results in the previous section. Shown in this section are the mean (average) scores on all of the subtests of the CAT for that year. Three scores are reported: the Normal Curve Equivalent (NCE) mean, the Scale Score (SS) mean, and the Percentile Rank (PR) of the Scale Score mean. The schools are listed in alphabetical order by grade. The first page for each grade is listed below.

Grade 3 (Table 5) -- page 86

Grade 5 (Table 6) -- page 92

Grade 8 (Table 7) -- page 98

Grade 11 (Table 8) -- page 100

Figure 5

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 THIRD GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	PHONICS ANALYSIS NCE MEAN	PHONICS ANALYSIS SS MEAN	PHONICS ANALYSIS PER RANK	STRUCTURAL ANALYSIS NCE MEAN	STRUCTURAL ANALYSIS SS MEAN	STRUCTURAL ANALYSIS PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK
ASHBURTON	425	36	80	433	93	67	430	79	70	433	83	69	436	82	70	455	83	73	440	87
BANNOCKBURN	420	37	76	427	91	62	416	72	68	430	82	68	434	81	69	450	80	70	431	83
BARNSLEY	505	60	73	419	87	61	412	70	65	422	78	67	430	79	68	450	80	68	426	81
BEALL	207	64	65	404	78	52	388	54	67	429	81	53	397	56	63	437	73	59	402	67
BELLS MILL	607	53	77	426	91	63	420	74	72	442	87	64	424	75	70	454	82	70	433	84
BELMONT	513	55	75	427	91	66	427	78	72	440	86	68	433	80	66	445	78	71	434	84
BEL PRE	780	53	78	431	93	64	422	75	74	445	88	69	436	82	71	457	84	73	439	86
BETHESDA	401	61	78	429	92	60	411	69	69	433	83	66	428	78	68	448	79	68	426	81
BEVERLY FARMS	226	84	78	429	92	60	412	70	71	437	85	68	433	80	68	449	80	68	428	82
BRADLEY HILLS	410	35	69	411	83	56	400	62	67	427	80	63	421	73	63	437	73	63	414	74
BROAD ACRES	304	26	50	375	50	41	359	35	50	380	51	42	371	37	44	386	40	43	360	37
BROOKHAVEN	807	50	78	431	93	62	416	72	66	425	79	67	431	79	70	455	83	69	429	82
BROWN STATION	559	94	68	411	83	56	400	62	65	421	77	63	422	74	62	433	71	63	414	74
BURNING TREE	419	50	81	439	95	66	428	78	74	445	88	72	443	85	71	458	84	75	445	89
BURTONSVILLE	302	70	64	402	76	51	385	52	59	405	68	57	406	63	54	414	59	55	391	59
CANDLEWOOD	508	79	73	422	89	60	413	70	70	435	84	62	419	72	62	434	72	66	422	79
CANNON ROAD	310	50	81	438	95	69	437	83	73	443	87	68	434	81	70	454	82	75	446	89
CARDEROCK SP.	604	42	77	428	91	62	417	73	74	446	88	73	445	86	71	458	84	72	437	86
CASHELL	511	71	82	437	95	66	428	78	74	447	88	68	434	81	68	450	80	72	437	86
CEDAR GROVE	703	46	69	411	83	57	403	64	64	418	76	64	423	75	66	443	77	65	418	77
CHEVY CHASE	403	58	75	428	91	60	412	70	69	433	83	70	440	84	64	439	75	68	426	81
CLARKSBURG	101	53	76	427	91	60	411	69	70	436	84	68	435	81	69	451	81	70	431	83
COLD SPRING	238	45	84	445	96	65	425	77	72	442	87	70	439	83	73	462	86	75	444	88
COLLEGE GARDEN	229	81	75	423	89	62	416	72	71	438	85	69	437	82	69	453	82	71	435	85
CRESTHAVEN	808	58	70	414	85	58	405	66	65	421	77	67	431	79	66	443	77	65	419	77
DAMASCUS ES	702	60	66	406	79	57	403	64	66	425	79	57	408	65	63	437	73	62	411	72
DARNESTOWN	351	76	72	415	85	65	425	77	73	442	87	69	437	82	67	447	79	72	437	86
DIAMOND	570	89	72	417	86	60	411	69	71	438	85	69	435	81	65	443	77	68	426	81
DUFIEF	241	75	79	432	93	63	421	75	71	438	85	71	442	85	70	454	82	71	435	85
E. SILVER SPRING	756	53	65	404	78	54	395	59	63	415	74	61	417	71	64	439	75	63	414	74
FAIRLAND	303	91	65	404	78	58	404	65	69	432	83	65	425	76	65	441	76	66	420	78
FALLSMEAD	233	43	79	433	93	64	422	75	69	433	83	70	438	83	68	449	80	72	436	85
FARMLAND	219	71	79	432	93	60	412	70	65	421	77	68	433	80	68	449	80	68	427	81
FIELDS ROAD	566	63	65	403	77	55	398	61	67	425	79	59	411	67	61	431	70	61	408	71
FLOWER HILL	549	64	61	396	71	53	391	56	63	415	74	55	402	60	61	430	69	58	400	65
FLOWER VALLEY	506	40	78	430	92	61	413	70	69	431	82	66	430	79	70	454	82	69	430	83
FOREST KNOLLS	803	44	77	430	92	59	407	67	71	437	85	65	427	77	66	445	78	67	425	80
FOX CHAPEL	106	72	63	399	74	54	394	58	62	414	73	60	414	69	59	425	66	59	403	67
GAITHERSBURG ES	553	81	64	402	76	55	397	60	61	410	71	57	406	63	56	418	62	57	399	65
GALWAY	313	53	65	404	78	58	406	66	60	407	69	58	407	64	62	434	72	61	408	71
GARRETT PARK	204	50	78	432	93	58	406	66	66	424	79	66	430	79	71	456	83	68	428	82
GEORGIAN FOREST	786	38	69	409	81	55	397	60	63	417	75	58	409	65	61	431	70	60	406	69
GERMANTOWN	102	84	75	422	89	59	408	67	69	434	83	63	422	74	65	441	76	66	421	78
GLEN HAVEN	767	58	60	392	67	53	392	57	48	374	47	54	399	58	55	416	60	54	389	58
GLENALLAN	817	52	68	410	82	54	394	58	64	419	76	57	406	63	59	425	66	59	402	67
GREENWOOD	512	70	86	451	97	70	438	83	75	448	89	72	444	86	72	458	84	78	454	91
HARMONY HILLS	797	44	62	398	73	50	383	51	58	403	67	57	406	63	57	420	63	57	397	63

Figure 5 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 THIRD GRADE RESULTS

SCHOOL	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK
ASHBURTON	67	479	79	68	489	80	71	490	84	71	482	86	84	405	97	75	444	89	83	424	95
BANNOCKBURN	67	481	80	71	498	85	67	480	80	71	484	86	80	394	94	73	439	87	78	416	92
BARNSLEY	64	471	75	78	515	91	69	484	81	76	497	90	73	382	89	69	431	83	73	407	88
BEALL	58	448	64	75	507	89	62	464	72	70	482	86	66	367	79	61	412	70	64	392	77
BELLS MILL	68	483	80	80	521	93	71	492	85	78	506	92	76	387	91	70	433	85	76	410	89
BELMONT	70	491	83	78	516	92	68	482	81	77	500	91	73	380	87	74	441	88	75	411	90
BEL PRE	69	486	82	82	524	94	68	482	81	78	504	92	75	386	91	76	446	90	77	415	92
BETHESDA	68	483	80	79	518	92	69	486	82	78	503	92	79	394	94	74	440	88	79	417	93
BEVERLY FARMS	66	477	78	76	510	90	71	489	83	76	499	91	82	399	96	73	440	88	80	420	94
BRADLEY HILLS	61	460	70	68	489	80	63	469	75	68	473	82	71	376	85	67	426	80	70	401	84
BROAD ACRES	50	424	51	54	455	58	46	421	43	50	422	50	52	341	56	43	374	37	47	361	44
BROOKHAVEN	66	478	78	73	501	86	69	485	82	73	491	89	80	396	95	76	446	90	80	421	94
BROWN STATION	60	457	69	73	503	87	65	473	77	71	484	86	66	368	79	65	423	78	67	396	80
BURNING TREE	67	481	80	83	528	95	70	487	83	80	511	93	82	400	96	77	449	91	82	423	95
BURTONSVILLE	59	456	68	74	503	87	57	452	65	67	471	81	73	380	87	59	408	66	67	395	79
CANDLEWOOD	62	463	72	74	504	87	66	476	78	72	487	87	80	393	94	68	429	82	76	411	90
CANNON ROAD	73	502	87	81	521	93	72	493	85	80	511	93	79	393	94	76	447	91	80	419	94
CARDEROCK SP.	67	480	79	76	509	89	71	492	85	76	499	91	78	390	92	71	434	85	76	412	91
CASHELL	70	492	84	85	532	95	74	498	87	83	521	95	83	398	95	75	443	89	81	420	94
CEDAR GROVE	64	471	75	80	519	92	60	460	70	72	487	87	69	372	82	66	423	78	69	398	81
CHEVY CHASE	70	490	83	68	490	81	71	490	84	71	484	86	77	392	93	74	441	88	77	417	93
CLARKSBURG	68	482	80	82	525	94	73	496	86	81	516	94	74	381	88	74	441	88	76	410	89
COLD SPRING	72	498	86	83	527	94	70	488	83	80	509	93	88	411	98	78	452	92	85	430	97
COLLEGE GARDEN	66	476	78	81	521	93	72	493	85	80	509	93	70	373	83	73	438	87	73	405	86
CRESTHAVEN	60	458	69	71	498	85	65	474	77	70	480	85	72	378	86	66	423	78	71	402	84
DAMASCUS ES	55	439	59	78	514	91	66	476	78	75	494	89	64	364	76	60	411	69	64	390	75
DARNESTOWN	62	463	72	74	504	87	69	485	82	74	490	88	68	370	81	66	422	78	68	397	81
DIAMOND	62	464	72	75	508	89	64	471	76	72	485	87	69	373	83	68	428	82	70	402	84
DUFIEF	68	484	81	81	523	93	67	478	79	77	500	91	79	392	93	74	441	88	80	417	93
E. SILVER SPRING	58	450	65	70	494	83	63	468	74	68	476	83	63	360	73	62	416	73	64	390	75
FAIRLAND	58	450	65	63	478	74	63	468	74	64	463	77	63	360	73	63	416	73	64	390	75
FALLSMEAD	63	466	73	83	526	94	73	496	86	81	516	94	81	398	95	73	438	87	80	418	93
FARMLAND	66	478	78	72	500	86	70	487	83	73	490	88	87	413	98	73	438	87	84	426	96
FIELDS ROAD	65	474	77	68	491	81	64	470	75	67	472	82	68	369	80	60	410	68	65	392	77
FLOWER HILL	61	459	70	68	490	81	56	448	62	63	460	75	59	354	68	60	410	68	61	385	70
FLOWER VALLEY	70	490	83	77	513	91	69	486	82	76	498	90	81	395	94	73	439	87	80	417	93
FOREST KNOLLS	65	473	76	85	534	96	70	488	83	81	515	94	80	393	94	75	445	90	80	418	93
FOX CHAPEL	60	457	69	74	504	87	61	462	71	69	478	84	59	355	69	61	412	70	61	386	71
GAITHERSBURG ES	61	461	71	69	493	82	59	457	68	65	467	79	65	364	76	64	420	76	66	393	77
GALWAY	57	446	63	69	491	81	60	458	68	66	467	79	65	364	76	66	423	78	67	395	79
GARRETT PARK	68	483	80	72	499	85	64	472	76	70	480	85	86	407	97	77	450	92	84	428	97
GEORGIAN FOREST	59	453	67	68	489	80	63	467	73	66	468	80	77	389	92	67	427	81	74	408	88
GERMANTOWN	69	488	82	82	524	94	68	481	80	77	503	92	76	386	91	69	429	82	75	408	88
GLEN HAVEN	55	441	60	54	455	58	48	424	45	51	424	51	72	379	87	61	413	71	68	397	81
GLENALLAN	63	468	74	69	492	82	60	459	69	66	469	80	75	384	90	66	424	79	72	404	86
GREENWOOD	75	508	89	87	536	96	74	501	88	84	526	96	87	410	98	80	456	93	86	431	97
HARMONY HILLS	53	432	55	67	486	79	58	454	66	64	461	76	69	373	83	58	408	66	65	392	77

Figure 5 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 THIRD GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	PHONICS ANALYSIS NCE MEAN	PHONICS ANALYSIS SS MEAN	PHONICS ANALYSIS PER RANK	STRUCTURAL ANALYSIS NCE MEAN	STRUCTURAL ANALYSIS SS MEAN	STRUCTURAL ANALYSIS PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK
HIGHLAND	774	66	57	388	64	54	394	58	62	414	73	52	395	55	56	416	60	56	394	61
HIGHLAND VIEW	784	44	68	413	84	57	404	65	61	412	72	62	418	71	62	433	71	64	415	75
JACKSON ROAD	305	56	83	442	96	66	429	79	76	451	90	72	444	86	73	463	86	77	450	90
KEMP MILL	805	53	93	470	99	72	445	86	76	451	90	78	459	91	80	480	92	84	471	95
KENSINGTON PKWD.	783	30	74	426	91	61	413	70	73	442	87	68	434	81	68	448	79	71	434	84
LAKE SENECA	108	113	63	399	74	51	387	54	62	413	73	61	416	70	59	426	67	58	401	66
LAKEWOOD	209	73	80	435	94	68	433	81	74	446	88	67	432	80	67	447	79	73	441	87
LAYTONSVILLE	51	73	70	415	85	61	415	72	65	421	77	66	429	78	67	446	78	68	427	81
LUXMANOR	220	42	89	459	98	68	434	81	74	446	88	74	449	88	74	465	87	78	453	91
MARYVALE	210	36	64	401	75	47	374	45	64	420	77	56	406	63	52	408	55	54	389	58
MEADOW HALL	212	37	60	394	69	54	395	59	53	388	57	62	419	72	58	422	64	57	399	65
MILL CREEK TOWNE	556	89	68	410	82	55	396	60	63	416	74	57	407	64	60	427	67	60	404	68
MONOCACY	652	24	66	410	82	56	399	62	69	431	82	57	407	64	59	426	67	61	408	71
NEW HAMPSHIRE E.	791	38	63	401	75	49	381	50	61	411	72	50	390	51	56	418	62	54	390	58
N. CHEVY CHASE	415	60	60	394	69	49	382	50	56	396	62	54	400	59	57	420	63	55	391	59
OAK VIEW	766	50	58	391	67	50	383	51	59	405	68	57	406	63	53	411	57	54	390	58
OAKLAND TERRACE	769	96	68	410	82	56	401	63	64	419	76	63	421	73	65	441	76	64	416	75
OLNEY	502	60	74	423	89	62	417	73	68	429	81	69	437	82	69	451	81	70	431	83
PAGE	312	53	79	436	94	62	416	72	67	428	81	66	428	78	70	454	82	70	432	84
PINE CREST	761	64	64	403	77	54	394	58	66	425	79	57	406	63	59	425	66	60	405	69
POOLESVILLE ES	153	70	73	419	87	59	408	67	68	428	81	66	430	79	66	443	77	66	422	79
POTOMAC	601	47	80	436	94	66	428	78	75	449	89	73	448	87	75	467	88	77	453	91
RITCHIE PARK	227	55	81	437	95	64	423	76	72	442	87	72	443	85	71	456	83	74	441	87
ROCK CREEK FOR.	773	35	67	409	81	60	411	69	59	405	68	60	414	69	63	436	73	63	416	75
ROCK CREEK VAL.	819	36	82	440	95	62	415	72	71	438	85	66	428	78	69	452	81	69	429	82
ROCK VIEW	795	47	68	412	83	58	404	65	67	428	81	62	420	73	62	432	70	64	415	75
ROLLING TERRACE	771	31	69	410	82	55	397	60	69	434	83	64	424	75	62	434	72	62	409	71
ROSEMONT	555	45	70	412	83	55	396	60	69	432	83	64	423	75	64	440	75	63	413	74
SEVEN LOCKS	603	33	82	440	95	65	424	76	73	443	87	69	436	82	72	461	85	73	440	87
SHERWOOD ES	501	55	66	407	80	56	400	62	63	415	74	63	421	73	61	431	70	62	412	73
SOMERSET	405	27	77	427	91	61	415	72	71	438	85	69	436	82	67	447	79	71	433	84
SOUTH LAKE	564	62	66	407	80	54	395	59	67	428	81	61	417	71	60	429	69	61	408	71
STEDWICK	568	100	70	413	84	55	398	61	67	428	81	64	423	75	66	443	77	64	417	76
STONEGATE	316	41	79	434	94	66	427	78	72	442	87	69	436	82	68	448	79	71	436	85
STRATHMORE	822	39	64	402	76	51	387	54	62	412	72	53	396	56	55	416	60	56	395	62
SUMMIT HALL	563	50	59	392	67	53	391	56	56	397	63	51	393	53	55	414	59	55	392	60
TAKOMA PARK ES	754	87	61	397	72	51	387	54	58	401	65	57	407	64	59	426	67	58	401	66
TRAVILAH	216	58	73	420	88	63	419	74	69	432	83	70	438	83	66	445	78	70	433	84
TWINBROOK	206	67	56	386	62	50	384	52	52	387	56	54	400	59	57	420	63	54	390	58
VIERS MILL	772	56	57	390	66	52	388	54	58	401	65	50	390	51	59	425	66	57	397	63
WASHINGTON GROVE	552	65	67	407	80	58	407	67	67	428	81	64	425	76	66	444	77	66	422	79
WATKINS MILL	561	66	69	413	84	55	397	60	65	420	77	60	414	69	62	434	72	62	410	72
WAYSIDE	235	72	80	435	94	67	429	79	71	438	85	70	438	83	73	461	85	75	444	88
WELLER ROAD	777	62	57	387	63	49	380	49	62	413	73	51	391	52	55	415	60	54	388	57
WESTBROOK	408	31	71	417	86	65	425	77	69	431	82	71	443	85	68	449	80	72	437	86
WESTOVER	504	60	69	414	85	58	407	67	65	421	77	59	411	67	60	428	68	63	412	73
WHEATON WOODS	788	75	74	429	92	60	411	69	70	434	83	62	419	72	64	439	75	67	424	80

Figure 5 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 THIRD GRADE RESULTS

SCHOOL	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK
HIGHLAND	56	442	61	66	485	78	55	444	60	61	453	71	56	348	62	56	402	61	57	378	63
HIGHLAND VIEW	64	471	75	79	516	92	61	462	71	71	486	87	68	373	83	65	423	78	68	399	82
JACKSON ROAD	75	508	89	84	530	95	72	493	85	82	516	94	81	396	95	76	445	90	81	420	94
KEMP MILL	87	553	97	92	551	98	84	528	95	93	557	99	93	429	99	80	457	93	90	441	99
KENSINGTON PKWD.	64	470	75	75	508	89	71	491	84	76	499	91	73	381	88	71	438	87	73	408	88
LAKE SENECA	62	465	73	69	491	81	62	464	72	67	471	81	59	354	68	60	411	69	61	385	70
LAKEWOOD	68	485	81	83	528	95	70	489	83	81	512	93	80	394	94	75	445	90	80	419	94
LAYTONSVILLE	62	464	72	78	515	91	66	475	77	74	493	89	70	373	83	66	423	78	69	399	82
LUXMANOR	70	490	83	79	517	92	76	506	89	81	515	94	94	428	99	86	474	97	93	449	99
MARYVALE	61	461	71	74	505	88	62	466	73	70	482	86	72	376	85	60	409	67	66	394	78
MEADOW HALL	56	444	62	58	465	65	63	467	73	61	453	71	59	353	67	62	416	73	61	386	71
MILL CREEK TOWNE	60	456	68	74	505	88	58	453	65	68	473	82	76	388	92	63	418	75	72	404	86
MONOCACY	61	461	71	74	504	87	59	457	68	68	475	83	71	382	89	63	419	75	69	401	84
NEW HAMPSHIRE E.	60	456	68	70	494	83	58	452	65	65	466	79	72	378	86	59	408	66	67	395	79
N. CHEVY CHASE	55	439	59	53	451	55	55	446	61	54	434	58	59	355	69	61	413	71	62	387	72
OAK VIEW	41	392	33	57	462	63	54	442	58	55	438	61	66	367	79	62	415	72	65	392	77
OAKLAND TERRACE	65	473	76	74	504	87	64	470	75	70	480	85	68	370	81	65	421	77	68	397	81
OLNEY	68	483	80	76	510	90	66	476	78	73	490	88	76	387	91	70	431	83	74	409	89
PAGE	68	485	81	84	530	95	73	497	86	82	518	94	82	401	96	74	442	89	80	421	94
PINE CREST	62	462	71	72	501	86	60	458	68	67	472	82	65	365	77	60	412	70	64	390	75
POOLESVILLE ES	63	469	75	79	518	92	67	478	79	76	497	90	72	377	86	71	435	86	73	406	87
POTOMAC	74	503	87	84	530	95	75	504	89	84	522	95	76	386	91	74	441	88	76	413	91
RITCHIE PARK	69	488	82	80	519	92	74	498	87	80	511	93	81	396	95	76	448	91	81	421	94
ROCK CREEK FOR.	57	448	64	74	504	87	61	463	71	70	480	85	67	369	80	64	422	78	67	396	80
ROCK CREEK VAL.	63	468	74	83	527	94	71	492	85	80	513	94	87	415	98	79	452	92	86	433	98
ROCK VIEW	59	454	67	71	497	84	61	463	71	68	475	83	72	377	86	66	425	80	71	402	84
ROLLING TERRACE	54	436	58	74	505	88	56	446	61	66	468	80	74	380	87	66	423	78	72	402	84
ROSEMONT	61	459	70	71	496	84	63	468	74	69	475	83	77	387	91	64	419	75	72	403	85
SEVEN LOCKS	66	478	78	87	538	96	75	503	88	86	527	96	82	400	96	78	450	92	82	424	95
SHERWOOD ES	59	453	67	76	510	90	61	462	71	70	481	85	68	371	82	61	413	71	66	394	78
SOMERSET	65	475	77	75	506	88	66	475	77	73	488	88	78	390	92	74	441	88	78	415	92
SOUTH LAKE	57	445	62	70	494	83	60	458	68	66	469	80	69	372	82	66	425	80	69	399	82
STEDWICK	59	455	68	75	506	88	63	467	73	70	481	85	70	376	85	67	427	81	71	403	85
STONEGATE	71	494	84	84	529	95	65	474	77	77	501	91	80	397	95	74	441	88	80	419	94
STRATHMORE	52	431	55	71	498	85	62	465	72	68	475	83	68	369	80	65	420	76	67	395	79
SUMMIT HALL	59	452	66	54	455	58	54	442	58	55	435	59	63	363	75	59	408	66	62	387	72
TAKOMA PARK ES	52	432	55	69	492	82	57	452	65	64	465	78	57	352	66	60	412	70	60	384	69
TRAVILAH	61	460	70	72	500	86	67	480	80	72	487	87	72	379	87	71	434	85	74	407	88
TWINBROOK	54	435	57	59	466	66	57	450	64	58	446	67	54	344	59	58	405	63	57	378	63
VIERS MILL	58	449	65	65	483	77	53	438	55	59	450	69	58	354	68	53	395	54	56	378	63
WASHINGTON GROVE	68	483	80	78	515	91	65	473	77	74	494	89	60	355	69	65	422	78	64	389	74
WATKINS MILL	59	454	67	78	514	91	61	462	71	71	484	86	77	387	91	66	424	79	73	406	87
WAYSIDE	67	482	80	77	512	90	74	498	87	78	504	92	80	395	94	74	442	89	80	418	93
WELLER ROAD	58	452	66	65	481	76	55	446	61	61	454	72	50	337	52	56	401	60	54	374	59
WESTBROOK	64	471	75	75	508	89	65	472	76	73	488	88	72	378	86	65	420	76	70	400	83
WESTOVER	65	474	77	73	501	86	62	465	72	70	480	85	73	383	89	64	419	75	70	402	84
WHEATON WOODS	66	477	78	79	517	92	68	483	81	76	500	91	73	385	90	75	448	91	76	417	93

Figure 5 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 THIRD GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	PHONICS ANALYSIS NCE MEAN	PHONICS ANALYSIS SS MEAN	PHONICS ANALYSIS PER RANK	STRUCTURAL ANALYSIS NCE MEAN	STRUCTURAL ANALYSIS SS MEAN	STRUCTURAL ANALYSIS PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK
WHETSTONE	558	91	71	415	85	56	400	62	64	419	76	65	426	76	64	438	74	63	414	74
WOOD ACRES	417	61	76	425	90	62	417	73	68	428	81	72	443	85	74	465	87	73	439	86
WOODFIELD	704	67	82	438	95	64	422	75	71	438	85	70	439	83	70	455	83	72	438	86
WOODLIN	764	53	67	409	81	51	385	52	66	424	79	60	414	69	59	425	66	60	404	68
WYNGATE	422	59	82	438	95	64	423	76	69	431	82	73	447	87	75	468	88	74	442	87

Figure 5 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 THIRD GRADE RESULTS

SCHOOL	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK
WHETSTONE	63	468	74	78	515	91	64	470	75	73	490	88	73	379	87	68	427	81	72	404	86
WOOD ACRES	65	473	76	77	512	90	75	501	88	79	507	92	73	380	87	72	436	86	74	407	88
WOODFIELD	70	489	83	85	533	96	72	493	85	82	517	94	83	397	95	76	445	90	82	421	94
WOODLIN	64	471	75	72	500	86	60	460	70	67	471	81	72	381	88	64	420	76	70	402	84
WYNGATE	68	482	80	74	505	88	73	497	86	76	500	91	83	401	96	79	454	93	84	426	96

Figure 6

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 FIFTH GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK
ASHBURTON	425	48	75	510	89	67	506	80	68	529	81	68	514	83	65	554	77	76	580	89
BANNOCKBURN	420	32	81	526	94	76	532	89	75	551	89	76	541	91	69	569	82	75	579	89
BARNSLEY	505	65	74	511	89	70	514	83	68	530	81	69	519	85	62	544	73	74	577	88
BEALL	207	71	64	487	76	60	488	70	59	500	67	59	487	69	58	530	66	75	580	89
BELLS MILL	607	42	73	507	87	69	512	82	67	525	79	68	514	83	66	559	79	69	561	82
BELMONT	513	61	74	508	88	65	501	77	70	534	83	69	515	83	66	559	79	70	564	83
BEL PRE	780	45	70	502	85	63	496	75	62	509	72	63	497	75	59	532	67	75	580	89
BETHESDA	401	48	74	510	89	65	500	77	68	529	81	67	511	81	68	567	82	81	594	93
BEVERLY FARMS	226	91	80	526	94	71	519	85	72	542	86	73	526	87	71	578	85	74	576	88
BRADLEY HILLS	410	43	81	532	95	73	524	87	73	546	87	74	534	89	66	559	79	77	587	91
BROAD ACRES	304	37	52	457	54	48	454	48	47	463	45	47	451	45	56	521	61	54	518	58
BROOKHAVEN	807	45	67	491	79	64	497	75	64	517	76	64	502	77	61	540	71	70	564	83
BROWN STATION	559	96	70	499	83	64	498	76	63	513	74	64	501	77	60	538	70	72	571	86
BURNING TREE	419	73	89	558	99	77	535	90	81	572	94	81	558	94	75	590	89	90	624	97
BURTONSVILLE	302	72	73	508	88	65	502	78	65	519	77	66	507	80	61	542	72	75	581	89
CANDLEWOOD	508	55	75	516	91	70	515	84	67	527	80	69	517	84	63	548	74	73	574	87
CANNON ROAD	310	70	81	540	97	70	516	84	74	552	89	73	534	89	76	595	90	82	601	94
CARDEROCK SP.	604	52	82	532	95	73	523	86	73	545	87	74	532	89	68	564	81	81	595	93
CASHELL	511	81	75	512	89	65	500	77	66	522	78	66	507	80	64	552	76	76	581	89
CEDAR GROVE	703	41	74	510	89	66	504	79	68	529	81	68	511	81	63	548	74	76	582	90
CHEVY CHASE	403	68	75	514	90	70	514	83	69	534	83	70	522	86	62	544	73	72	571	86
CLARKSBURG	101	34	77	524	93	71	518	85	66	524	79	68	517	84	72	579	86	79	591	92
COLD SPRING	238	52	86	541	97	77	533	90	73	544	87	75	534	89	71	577	85	87	615	96
COLLEGE GARDEN	229	63	71	502	85	68	510	81	67	525	79	68	514	83	63	548	74	75	579	89
CRESTHAVEN	808	70	68	493	80	65	501	77	62	508	71	63	499	76	63	549	75	71	567	85
DAMASCUS ES	702	70	79	523	93	68	510	81	70	535	83	70	519	85	70	573	84	84	608	95
DARNESTOWN	351	62	79	526	94	72	520	85	71	540	85	73	528	88	64	549	75	82	602	94
DIAMOND	570	94	74	513	90	68	510	81	67	528	81	68	516	84	63	548	74	79	593	92
DUFIEF	241	62	73	510	89	71	518	85	66	521	78	68	514	83	63	548	74	75	578	88
FAIRLAND	303	68	73	510	89	67	507	80	67	528	81	68	514	83	70	574	84	73	571	86
FALLSMEAD	233	59	81	532	95	69	513	83	70	535	83	71	521	85	76	596	90	87	616	96
FARMLAND	219	48	81	531	95	74	525	87	74	548	88	75	535	90	67	563	80	83	602	94
FIELDS ROAD	566	52	64	485	75	60	488	70	59	499	66	60	487	69	60	536	69	71	567	85
FLOWER HILL	549	67	64	485	75	60	488	70	60	504	69	60	490	70	59	530	66	67	557	80
FLOWER VALLEY	506	43	82	532	95	72	521	86	71	538	84	72	526	87	68	566	81	84	606	95
FOREST KNOLLS	803	33	76	516	91	65	500	77	66	524	79	66	509	81	62	543	72	81	598	93
FOX CHAPEL	106	71	63	484	74	56	476	62	58	496	65	57	481	65	61	539	70	71	568	85
GAITHERSBURG ES	553	68	60	476	69	57	480	65	58	499	66	58	484	67	62	542	72	64	546	75
GALWAY	313	48	70	498	83	65	501	77	63	514	74	65	503	78	63	545	73	66	552	78
GARRETT PARK	204	53	78	520	92	67	508	81	67	526	80	68	512	82	67	563	80	79	591	92
GEORGIAN FOREST	786	45	75	514	90	65	501	77	69	534	83	68	517	84	64	551	76	82	601	94
GERMANTOWN	102	71	68	497	82	65	501	77	62	510	72	64	501	77	63	547	74	74	575	87
GLEN HAVEN	767	50	59	473	66	49	458	49	55	486	59	53	465	54	61	540	71	59	533	68
GLENALLAN	817	49	66	488	77	61	489	71	60	503	69	61	490	70	62	546	73	70	568	85
GREENWOOD	512	60	75	513	90	66	505	79	68	528	81	68	513	82	69	569	82	78	586	91
HARMONY HILLS	797	42	59	474	67	52	467	56	53	482	57	53	468	56	56	522	62	70	565	84
HIGHLAND	774	63	61	478	70	57	478	64	58	498	66	58	482	66	58	528	65	64	547	75

Figure 6 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 FIFTH GRADE RESULTS

SCHOOL	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK	REFERENCE SKILLS NCE MEAN	REFERENCE SKILLS SS MEAN	REFERENCE SKILLS PER RANK
ASHBURTON	73	564	87	77	571	91	72	492	86	74	513	89	75	501	89	70	540	83
BANNOCKBURN	80	588	93	81	586	94	73	494	87	77	522	92	77	507	91	75	556	88
BARNSLEY	76	574	90	78	576	92	67	479	80	73	513	89	72	497	87	73	550	87
BEALL	65	540	79	71	556	86	61	464	70	62	484	72	62	473	72	65	526	77
BELLS MILL	72	560	86	73	559	87	72	493	87	67	497	81	71	494	85	68	533	80
BELMONT	72	561	86	74	561	88	73	493	87	70	503	84	73	496	86	70	540	83
BEL PRE	69	551	83	74	564	89	68	483	82	71	508	86	70	497	87	71	544	85
BETHESDA	78	583	92	82	595	95	63	468	73	74	513	89	70	490	83	68	533	80
BEVERLY FARMS	77	577	91	79	578	93	76	504	91	78	527	93	79	516	94	75	557	89
BRADLEY HILLS	76	574	90	80	583	94	78	509	92	84	540	96	83	525	97	74	553	88
BROAD ACRES	50	497	51	52	498	54	59	460	68	51	457	52	55	457	60	52	485	53
BROOKHAVEN	66	542	80	70	550	84	61	463	70	65	490	76	64	476	74	63	519	74
BROWN STATION	68	549	82	72	559	87	68	481	81	69	501	83	70	489	82	68	536	82
BURNING TREE	83	599	95	90	621	98	85	529	97	87	553	98	88	542	99	80	572	92
BURTONSVILLE	69	555	85	74	568	90	69	483	82	75	515	89	74	498	87	68	536	82
CANDLEWOOD	73	565	88	76	570	91	71	490	85	76	522	92	75	507	91	70	540	83
CANNON ROAD	77	579	91	82	593	95	79	513	94	81	539	96	81	528	97	74	554	88
CARDEROCK SP.	81	591	93	84	598	96	76	505	91	79	530	94	80	518	95	72	546	85
CASHELL	70	557	85	75	570	91	77	504	91	74	512	88	77	506	91	74	554	88
CEDAR GROVE	72	563	87	77	573	91	63	470	74	81	529	94	74	498	87	73	548	86
CHEVY CHASE	74	569	89	76	570	91	72	491	86	74	515	89	75	502	89	69	538	82
CLARKSBURG	77	578	91	80	587	94	78	511	93	71	508	86	76	509	92	71	543	84
COLD SPRING	82	594	94	88	612	97	80	512	93	86	544	97	85	527	97	81	575	93
COLLEGE GARDEN	69	551	83	74	564	89	65	474	77	68	497	81	68	485	80	69	537	82
CRESTHAVEN	72	562	87	74	564	89	62	466	72	64	488	75	64	477	75	69	538	82
DAMASCUS ES	71	561	86	80	587	94	74	497	88	77	522	92	77	509	92	74	553	88
DARNESTOWN	77	578	91	83	594	95	78	510	93	74	514	89	78	513	94	75	557	89
DIAMOND	74	570	89	79	585	94	68	482	81	73	514	89	72	498	87	70	540	83
DUFIEF	70	557	85	75	568	90	70	488	84	70	503	84	71	496	86	70	540	83
FAIRLAND	74	568	88	76	569	90	67	479	80	70	507	86	70	493	85	68	534	81
FALLSMEAD	81	593	94	88	613	97	73	493	87	80	532	95	79	512	93	76	560	90
FARMLAND	78	582	92	84	596	96	77	505	91	79	527	93	81	516	94	75	554	88
FIELDS ROAD	63	535	76	68	548	83	62	466	72	60	479	69	62	472	71	64	521	75
FLOWER HILL	65	540	79	67	546	82	59	460	68	64	488	75	63	474	73	63	520	74
FLOWER VALLEY	79	586	92	85	602	96	75	501	90	82	540	96	81	521	96	76	558	89
FOREST KNOLLS	74	569	89	80	586	94	73	494	87	80	529	94	79	508	92	71	544	85
FOX CHAPEL	62	530	74	67	545	82	64	473	76	59	476	67	62	474	73	61	513	71
GAITHERSBURG ES	61	529	73	64	531	75	52	443	55	59	476	67	57	460	62	64	521	75
GALWAY	66	545	81	68	543	81	74	497	88	65	489	76	71	490	83	71	542	84
GARRETT PARK	73	564	87	79	579	93	75	500	90	81	530	94	80	515	94	72	547	86
GEORGIAN FOREST	71	558	85	78	580	93	74	497	88	74	512	88	76	503	90	76	559	89
GERMANTOWN	66	544	80	72	557	87	68	482	81	63	487	75	67	483	79	65	525	77
GLEN HAVEN	56	512	63	58	513	64	65	472	75	62	484	72	64	476	74	62	518	73
GLENALLAN	60	526	72	66	542	80	63	468	73	63	488	75	64	476	74	62	518	73
GREENWOOD	73	565	88	78	576	92	69	484	82	76	518	91	74	501	89	73	549	86
HARMONY HILLS	57	515	65	64	532	75	59	459	67	59	478	68	60	468	68	58	505	66
HIGHLAND	60	524	70	63	529	74	56	451	61	62	483	72	59	467	68	60	513	71

Figure 6 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 FIFTH GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK
HIGHLAND VIEW	784	53	61	479	71	56	476	62	56	492	62	56	479	64	54	515	58	63	543	73
JACKSON ROAD	305	60	74	508	88	68	509	81	68	529	81	68	514	83	66	558	78	74	576	88
KEMP MILL	805	64	68	492	79	61	489	71	63	513	74	63	497	75	61	540	71	69	560	82
KENSINGTON PKWD.	783	31	69	501	84	66	506	80	67	527	80	67	514	83	62	544	73	68	560	82
LAKE SENECA	108	89	65	487	76	63	497	75	63	512	73	63	498	75	57	525	63	61	540	72
LAKEWOOD	209	76	85	547	98	78	537	91	73	547	88	76	541	91	76	595	90	83	600	94
LAYTONSVILLE	51	62	76	514	90	67	508	81	68	528	81	68	514	83	67	562	80	72	570	86
LUXMANOR	220	45	87	549	98	76	530	89	73	545	87	75	536	90	72	579	86	88	617	96
MARYVALE	210	28	54	461	57	47	453	45	51	474	52	49	456	48	54	516	59	64	548	76
MEADOW HALL	212	37	66	490	78	65	500	77	60	505	70	63	496	74	63	545	73	68	558	81
MILL CREEK TOWNE	556	109	68	496	82	63	496	75	64	516	75	64	501	77	65	555	77	69	562	83
MONOCACY	652	25	68	494	81	62	495	74	65	519	77	65	506	79	67	562	80	77	584	90
N. CHEVY CHASE	415	75	66	490	78	65	502	78	62	510	72	64	500	76	57	528	65	61	539	71
OAK VIEW	766	44	73	508	88	70	517	84	64	517	76	67	511	81	61	541	71	62	541	72
OAKLAND TERRACE	769	84	69	500	84	67	507	80	65	520	77	67	510	81	65	553	76	70	565	84
OLNEY	502	50	68	493	80	59	484	68	62	512	73	61	492	72	59	531	66	71	567	85
PAGE	312	55	76	515	91	69	511	82	71	537	84	70	520	85	70	571	83	71	569	85
PINE CREST	761	59	67	493	80	65	502	78	64	518	76	65	505	79	62	543	72	70	566	84
PINEY BRANCH	749	128	72	506	87	67	507	80	67	525	79	68	513	82	65	556	78	71	566	84
POOLESVILLE ES	153	73	71	500	84	69	511	82	64	516	75	66	506	79	60	534	68	71	566	84
POTOMAC	601	42	82	533	95	73	523	86	72	540	85	73	528	88	72	579	86	78	589	91
RITCHIE PARK	227	69	78	521	92	72	520	85	73	544	87	73	530	88	71	576	85	83	602	94
ROCK CREEK FOR.	773	26	71	503	85	66	505	79	67	527	80	68	513	82	67	561	80	79	589	91
ROCK CREEK VAL.	819	37	84	538	96	70	515	84	71	538	84	71	525	87	70	571	83	83	605	95
ROCK VIEW	795	55	68	494	81	62	494	74	64	515	75	64	500	76	65	553	76	74	576	88
ROLLING TERRACE	771	36	63	482	73	50	459	50	59	499	66	55	473	60	56	522	62	65	550	77
ROSEMONT	555	30	68	497	82	56	477	63	64	518	76	61	494	73	63	548	74	78	589	91
SEVEN LOCKS	603	20	78	521	92	72	520	85	69	533	83	71	524	86	64	552	76	74	575	87
SHERWOOD ES	501	45	68	493	80	67	506	80	60	503	69	63	498	75	62	544	73	71	568	85
SOMERSET	405	31	79	521	92	75	528	88	72	541	86	74	531	89	67	561	80	77	582	90
SOUTH LAKE	564	60	73	508	88	67	508	81	65	521	78	67	510	81	69	569	82	82	599	94
STEDWICK	568	71	75	513	90	68	510	81	69	534	83	70	521	85	63	547	74	74	575	87
STONEGATE	316	39	75	513	90	70	515	84	67	525	79	69	517	84	59	531	66	76	584	90
STRATHMORE	822	38	66	490	78	61	489	71	58	496	65	60	487	69	62	544	73	65	549	77
SUMMIT HALL	563	29	65	489	78	56	478	64	62	512	73	60	490	70	57	526	64	67	556	80
TRAVILAH	216	51	71	502	85	66	504	79	65	520	77	66	507	80	63	549	75	69	562	83
TWINBROOK	206	53	61	479	71	60	486	69	57	495	64	59	484	67	55	519	60	72	569	85
VIERS MILL	772	69	58	471	65	55	474	61	53	482	57	54	470	58	55	519	60	66	553	78
WASHINGTON GROVE	552	45	71	502	85	64	500	77	63	514	74	64	503	78	61	538	70	79	591	92
WATKINS MILL	561	54	60	476	69	59	484	68	58	500	67	59	484	67	56	522	62	63	544	74
WAYSIDE	235	80	78	522	93	72	521	86	69	531	82	71	522	86	69	568	82	75	579	89
WELLER ROAD	777	59	66	489	78	56	477	63	60	504	69	59	484	67	57	526	64	68	558	81
WESTBROOK	408	27	80	528	94	78	537	91	76	557	90	78	547	92	66	559	79	71	568	85
WESTOVER	504	61	72	510	89	66	504	79	68	530	81	68	514	83	64	551	76	73	574	87
WHEATON WOODS	788	78	71	504	86	61	491	72	65	520	77	64	500	76	65	556	78	74	577	88
WHETSTONE	558	75	72	508	88	68	509	81	65	520	77	67	511	81	65	555	77	73	572	86
WOOD ACRES	417	62	84	539	97	79	541	92	75	553	89	77	546	92	70	573	84	78	587	91

Figure 6 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 FIFTH GRADE RESULTS

SCHOOL	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK	REFERENCE SKILLS NCE MEAN	REFERENCE SKILLS SS MEAN	REFERENCE SKILLS PER RANK
HIGHLAND VIEW	60	524	70	62	527	73	62	466	72	63	486	74	63	476	74	61	514	71
JACKSON ROAD	71	560	86	75	567	90	68	481	81	74	514	89	73	496	86	73	550	87
KEMP MILL	68	548	82	70	550	84	63	468	73	70	500	82	67	483	79	72	545	85
KENSINGTON PKWD.	74	571	89	74	565	89	64	470	74	66	495	80	66	483	79	61	513	71
LAKE SENECA	65	541	79	64	534	76	62	466	72	65	491	77	64	478	75	66	527	78
LAKEWOOD	77	579	91	83	594	95	82	519	95	85	545	97	86	534	98	76	558	89
LAYTONSVILLE	72	562	87	75	565	89	78	505	91	74	511	88	77	507	91	77	561	90
LUXMANOR	87	614	97	91	628	98	87	531	97	82	537	96	87	535	98	72	546	85
MARYVALE	54	505	57	59	519	68	54	445	57	56	468	60	55	457	60	56	499	63
MEADOW HALL	62	533	75	67	540	79	68	481	81	61	482	71	65	480	77	64	523	76
MILL CREEK TOWNE	64	538	78	69	547	83	64	471	75	68	500	82	67	485	80	67	531	80
MONOCACY	71	560	86	75	571	91	60	462	69	64	489	76	63	475	73	70	540	83
N. CHEVY CHASE	62	533	75	64	531	75	63	468	73	68	500	82	67	483	79	63	519	74
OAK VIEW	70	557	85	68	544	81	74	498	89	74	516	90	76	507	91	68	536	82
OAKLAND TERRACE	69	552	83	71	558	87	63	470	74	69	503	84	67	487	81	70	542	84
OLNEY	71	562	87	74	564	89	64	471	75	65	491	77	65	479	76	66	528	78
PAGE	72	562	87	73	564	89	73	494	87	73	511	88	75	502	89	70	540	83
PINE CREST	66	544	80	70	551	84	63	468	73	64	491	77	64	479	76	66	527	78
PINEY BRANCH	68	550	83	71	556	86	69	485	83	71	508	86	71	495	86	72	546	85
POOLESVILLE ES	73	565	88	75	564	89	63	468	73	73	509	87	69	488	82	69	538	82
POTOMAC	78	580	91	81	588	94	79	513	94	80	531	94	82	523	96	76	558	89
RITCHIE PARK	74	569	89	81	587	94	74	496	88	72	510	87	74	501	89	75	557	89
ROCK CREEK FOR.	75	568	88	80	581	93	62	466	72	70	502	83	67	483	79	72	545	85
ROCK CREEK VAL.	79	586	92	85	600	96	84	527	96	84	538	96	86	532	98	82	578	94
ROCK VIEW	70	557	85	75	565	89	64	472	75	63	486	74	65	478	75	70	541	84
ROLLING TERRACE	62	530	74	65	534	76	70	488	84	65	490	76	68	486	81	59	508	68
ROSEMONT	72	562	87	77	576	92	66	476	78	67	495	80	68	484	79	64	523	76
SEVEN LOCKS	75	573	90	77	574	92	74	498	89	79	528	94	78	514	94	76	559	89
SHERWOOD ES	67	547	82	71	556	86	62	467	72	64	487	75	64	477	75	68	535	81
SOMERSET	77	581	91	80	584	94	72	492	86	74	510	87	75	500	88	71	545	85
SOUTH LAKE	70	559	86	78	580	93	66	476	78	72	507	86	70	490	83	71	545	85
STEDWICK	72	563	87	75	570	91	68	483	82	76	520	91	73	500	88	72	547	86
STONEGATE	70	557	85	75	571	91	73	493	87	71	510	87	74	501	89	68	536	82
STRATHMORE	62	532	75	65	535	77	70	485	83	64	488	75	68	486	81	66	528	78
SUMMIT HALL	66	542	80	68	547	83	63	472	75	65	491	77	65	481	77	68	535	81
TRAVILAH	70	558	85	73	562	88	61	463	70	70	505	85	68	485	80	64	521	75
TWINBROOK	61	528	73	68	544	81	55	449	60	62	483	72	59	466	67	69	537	82
VIERS MILL	59	522	69	63	531	75	54	447	58	57	472	64	56	460	62	61	513	71
WASHINGTON GROVE	70	557	85	76	574	92	64	471	75	72	507	86	69	488	82	69	538	82
WATKINS MILL	61	529	73	63	530	74	57	453	63	60	479	69	59	466	67	62	516	72
WAYSIDE	74	568	88	78	574	92	77	505	91	76	519	91	79	512	93	73	549	86
WELLER ROAD	64	538	78	68	542	80	71	489	85	66	494	79	70	490	83	66	527	78
WESTBROOK	80	589	93	79	579	93	77	502	90	77	522	92	79	511	93	71	544	85
WESTOVER	73	566	88	76	570	91	69	487	84	69	501	83	70	494	85	69	538	82
WHEATON WOODS	69	552	83	73	563	89	69	482	81	73	512	88	72	497	87	71	544	85
WHETSTONE	70	557	85	74	563	89	73	498	89	69	500	82	72	499	88	69	537	82
WOOD ACRES	82	596	94	83	596	96	77	506	92	85	544	97	83	524	96	73	549	86

Figure 6 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 FIFTH GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK
WOODFIELD	704	74	81	533	95	70	514	83	70	535	83	71	521	85	69	570	83	86	615	96
WOODLIN	764	47	62	483	74	58	481	66	58	495	64	58	482	66	61	539	70	70	562	83
WYNGATE	422	61	81	530	95	74	525	87	73	543	86	74	533	89	69	568	82	83	600	94

Figure 6 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 FIFTH GRADE RESULTS

SCHOOL	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK	REFERENCE SKILLS NCE MEAN	REFERENCE SKILLS SS MEAN	REFERENCE SKILLS PER RANK
WOODFIELD	75	573	90	83	598	96	79	514	94	82	538	96	82	529	97	74	554	88
WOODLIN	62	533	75	67	543	81	61	464	70	61	483	72	62	473	72	66	530	79
WYNGATE	77	579	91	83	594	95	72	493	87	81	533	95	78	513	94	74	551	87

Figure 7

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 EIGHTH GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK
BAKER	705	246	67	599	79	61	577	70	65	604	76	64	591	74	59	603	66	65	617	77
BANNEKER	333	299	70	611	84	64	590	76	67	612	80	66	602	79	62	615	71	74	652	88
CABIN JOHN	606	175	77	639	92	72	618	86	74	638	88	74	631	89	65	628	77	71	644	86
EASTERN	775	192	58	571	65	53	550	57	56	573	63	55	561	60	55	589	60	58	593	67
FARQUHAR	507	267	67	599	79	62	581	72	64	600	75	63	591	74	56	592	61	63	609	74
FROST	237	379	76	637	92	73	621	87	71	629	85	73	629	88	64	624	75	77	665	91
GAITHERSBURG JR	554	272	62	583	71	57	565	64	59	582	67	59	574	66	59	603	66	63	611	74
HOOVER	228	209	80	648	94	74	626	89	75	642	89	76	636	90	67	636	79	78	670	92
KING	107	287	64	591	75	60	573	68	63	598	74	62	586	72	57	596	63	65	618	77
LEE	818	326	70	612	84	75	630	90	64	601	75	71	616	84	66	635	79	68	630	82
MONTGOMERY VILL.	557	252	71	616	86	65	593	77	67	613	80	67	604	80	64	623	75	72	645	86
PARKLAND	812	325	65	593	76	58	568	65	62	591	71	60	579	69	57	596	63	67	626	80
POOLESVILLE HS	152	95	64	590	75	60	574	68	60	586	69	60	580	69	58	601	66	67	628	81
PYLE	428	342	79	648	94	75	630	90	75	641	89	76	639	91	68	642	81	77	667	91
REDLAND	562	290	69	607	82	63	585	74	66	609	78	66	599	78	58	602	66	74	654	89
RIDGEVIEW	105	289	68	604	81	62	581	72	64	600	75	63	592	75	58	600	65	67	628	81
SLIGO	778	311	61	581	70	58	568	65	60	586	69	60	578	68	53	583	57	59	596	68
TAKOMA PARK JR	755	206	73	627	89	69	607	83	70	624	84	70	619	85	64	627	76	70	639	84
TILDEN	232	361	74	626	89	69	608	83	70	622	83	70	617	85	61	614	71	74	652	88
JULIUS WEST	211	221	66	599	79	61	579	71	63	598	74	63	590	74	57	595	63	68	629	81
WESTLAND	412	318	70	612	84	66	599	80	68	615	81	68	610	82	61	615	71	67	626	80
WHITE OAK	811	385	70	612	84	67	598	79	65	605	77	67	603	79	64	626	76	68	632	82
WOOD	820	287	73	622	88	68	604	82	68	618	82	69	612	83	66	632	78	76	661	90

Figure 7 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 EIGHTH GRADE RESULTS

SCHOOL	LANGUAGE EXPRESSION NCE MEAN	LANGUAGE EXPRESSION SS MEAN	LANGUAGE EXPRESSION PER RANK	TOTAL LANGUAGE NCE MEAN	TOTAL LANGUAGE SS MEAN	TOTAL LANGUAGE PER RANK	MATH COMPUTATION NCE MEAN	MATH COMPUTATION SS MEAN	MATH COMPUTATION PER RANK	MATH CONC & APP NCE MEAN	MATH CONC & APP SS MEAN	MATH CONC & APP PER RANK	TOTAL MATH NCE MEAN	TOTAL MATH SS MEAN	TOTAL MATH PER RANK	REFERENCE SKILLS NCE MEAN	REFERENCE SKILLS SS MEAN	REFERENCE SKILLS PER RANK
BAKER	61	590	70	64	601	75	67	617	80	70	608	83	69	611	82	64	594	74
BANNEKER	64	602	76	70	623	83	70	627	83	69	609	83	70	616	84	67	608	80
CABIN JOHN	75	644	90	75	649	90	73	642	87	77	634	91	76	638	91	74	635	89
EASTERN	56	574	62	57	579	64	61	593	70	59	573	67	61	580	69	56	569	62
FARQUHAR	60	589	70	62	596	73	69	625	82	70	611	84	70	617	85	64	598	76
FROST	70	625	85	75	645	90	75	647	88	77	637	91	77	642	92	71	620	85
GAITHERSBURG JR	58	580	65	61	593	71	60	591	69	65	592	76	63	591	74	62	588	72
HOOVER	75	641	89	79	658	92	80	666	92	80	650	94	81	657	94	75	634	89
KING	58	579	65	62	594	72	65	610	77	66	596	78	66	601	79	64	596	75
LEE	64	602	76	67	615	80	66	612	78	69	606	82	68	607	81	66	602	78
MONTGOMERY VILL.	69	619	83	72	632	86	67	618	80	74	623	88	71	619	85	70	619	84
PARKLAND	60	586	69	64	602	75	66	614	79	69	608	83	69	609	82	63	594	74
POOLESVILLE HS	55	568	59	61	591	70	65	610	77	67	601	80	67	604	80	60	584	70
PYLE	74	637	88	77	655	92	75	650	89	80	648	94	79	650	93	73	630	88
REDLAND	63	598	74	69	621	83	68	620	81	70	610	83	70	614	84	67	607	80
RIDGEVIEW	63	599	75	66	611	79	67	615	79	71	617	86	70	616	84	66	605	79
SLIGO	58	580	65	59	586	68	64	604	75	62	583	72	64	591	74	62	589	72
TAKOMA PARK JR	66	609	79	70	624	84	71	635	85	76	634	91	75	635	90	70	619	84
TILDEN	68	616	81	72	633	86	74	644	88	76	632	90	76	638	91	70	617	84
JULIUS WEST	60	586	69	64	604	76	66	613	78	70	614	85	69	613	83	65	599	77
WESTLAND	66	610	79	68	619	82	65	610	77	72	618	86	69	613	83	66	604	79
WHITE OAK	64	602	76	67	615	80	70	628	83	71	616	86	71	621	86	66	604	79
WOOD	66	609	79	72	632	86	70	629	84	73	622	87	73	625	87	69	613	82

Figure 8

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 ELEVENTH GRADE RESULTS

SCHOOL	SCHOOL #	# FOR BATTERY	TOTAL BATTERY NCE MEAN	TOTAL BATTERY SS MEAN	TOTAL BATTERY PER RANK	READING VOCABULARY NCE MEAN	READING VOCABULARY SS MEAN	READING VOCABULARY PER RANK	READING COMPREHENSION NCE MEAN	READING COMPREHENSION SS MEAN	READING COMPREHENSION PER RANK	TOTAL READING NCE MEAN	TOTAL READING SS MEAN	TOTAL READING PER RANK	SPELLING NCE MEAN	SPELLING SS MEAN	SPELLING PER RANK	LANGUAGE MECHANICS NCE MEAN	LANGUAGE MECHANICS SS MEAN	LANGUAGE MECHANICS PER RANK
BETHESDA-CH. CH.	406	369	69	695	84	69	693	81	69	688	82	70	694	83	60	662	68	67	676	79
M. BLAIR	757	356	56	637	60	56	639	62	53	622	56	55	631	59	54	637	58	55	629	60
CHURCHILL	602	516	74	718	90	73	708	85	70	691	83	72	702	85	65	686	77	71	692	84
DAMASCUS HS	701	245	62	661	71	61	659	70	60	650	68	61	656	70	55	641	60	62	656	72
EINSTEIN	789	302	61	657	69	60	654	68	61	656	71	61	657	70	55	643	60	59	644	67
GAITHERSBURG HS	551	535	63	668	74	61	658	69	62	659	72	62	662	72	55	644	61	61	654	71
W. JOHNSON	424	216	71	701	86	67	685	79	68	686	81	69	689	82	63	676	73	67	678	80
KENNEDY	815	357	65	673	76	62	665	72	62	660	72	63	666	74	59	658	67	63	662	74
MAGRUDER	510	318	68	688	82	66	679	77	66	675	78	67	680	79	58	653	65	65	668	76
R. MONTGOMERY	201	215	58	648	65	56	635	60	56	633	61	56	636	61	51	624	52	56	631	61
PAINT BRANCH	315	337	67	685	81	66	681	78	64	669	76	66	676	77	58	654	65	62	657	72
POOLESVILLE HS	152	90	60	654	68	61	660	70	60	651	69	61	657	70	56	646	62	57	636	63
ROCKVILLE	230	443	68	689	82	66	679	77	65	672	77	66	677	78	60	662	68	66	675	79
SENECA VALLEY	104	520	66	678	78	64	672	75	65	670	76	65	674	77	59	659	67	62	659	73
SHERWOOD HS	503	338	65	674	77	62	663	71	63	662	73	63	664	73	59	658	67	61	654	71
SPRINGBROOK	798	451	67	685	81	67	684	79	66	675	78	67	684	80	61	667	70	63	662	74
WHEATON	782	334	57	642	63	57	641	63	56	636	62	57	640	63	53	633	56	57	636	63
WHITMAN	427	500	76	727	92	75	720	88	74	710	88	76	719	89	66	689	78	70	690	84
WOODWARD	222	230	71	706	87	70	699	83	69	690	83	71	699	84	63	677	74	66	675	79
WOOTTON	234	454	73	711	88	72	705	85	70	693	83	72	702	85	65	684	76	67	678	80

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Figure 8 (Cont'd.)

CALIFORNIA ACHIEVEMENT TESTS RESULTS BY SCHOOL
FALL, 1985 ELEVENTH GRADE RESULTS

SCHOOL	LANGUAGE EXPRESSION			TOTAL LANGUAGE			MATH COMPUTATION			MATH CONC & APP			TOTAL MATH			REFERENCE SKILLS		
	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK	NCE MEAN	SS MEAN	PER RANK
BETHESDA-CH. CH.	68	685	82	69	688	82	63	671	74	69	693	82	67	685	79	67	679	79
M. BLAIR	53	622	56	55	629	59	55	635	60	56	635	60	56	637	61	57	639	64
CHURCHILL	72	702	87	73	707	88	69	696	81	73	712	87	72	709	86	69	687	82
DAMASCUS HS	58	639	64	60	650	68	61	660	70	62	662	71	62	664	72	61	656	71
EINSTEIN	57	637	63	58	643	65	59	650	66	61	660	70	61	657	69	62	657	71
GAITHERSBURG HS	61	653	70	62	658	72	61	663	71	63	666	73	63	667	73	63	661	73
W. JOHNSON	67	680	80	68	686	82	67	689	79	70	700	84	70	698	83	67	680	80
KENNEDY	61	652	70	63	662	73	63	670	73	64	672	75	64	674	76	63	663	74
MAGRUDER	64	668	76	66	674	78	66	685	78	69	694	82	69	693	82	66	676	78
R. MONTGOMERY	53	621	55	54	628	59	60	657	69	60	655	68	61	658	70	60	648	67
PAINT BRANCH	65	669	77	64	669	76	65	680	77	66	682	78	67	685	79	65	671	76
POOLESVILLE HS	56	635	62	57	638	63	60	658	69	60	653	67	61	657	69	61	655	70
ROCKVILLE	65	670	77	66	678	79	65	678	76	68	691	81	68	689	80	65	671	76
SENECA VALLEY	61	653	70	62	659	72	63	669	73	66	679	77	65	677	77	67	677	79
SHERWOOD HS	61	654	71	62	659	72	64	674	75	65	675	76	65	677	77	64	664	74
SPRINGBROOK	63	662	74	64	667	75	63	670	73	66	681	78	66	680	78	67	680	80
WHEATON	54	626	58	56	633	61	57	642	63	57	642	63	57	644	64	57	639	64
WHITMAN	73	705	87	73	708	88	71	708	85	76	725	90	75	722	89	70	690	83
WOODWARD	67	679	80	68	684	81	68	693	81	72	705	85	71	704	85	69	686	82
WOOTTON	69	685	82	69	689	83	69	697	82	73	710	87	72	708	86	70	689	82

Total Battery Interquartile Ranges

The average scores reported in the previous two sections provide a concise summary of each school's performance on the CAT. However, the scores reported are only for the average student in the school and do not indicate how the scores are spread out. The figures in this section show the spread of scores in each school and provide information about the performance of the top and bottom quarters of each school. This is done by using score bands to report the interquartile range for the CAT Total Battery for each school. The figures show the score (national percentile rank) of the student at each school's 25th and 75th percentile. Thus, the lowest 25 percent of the students in that school fall below the lower end of the range. Likewise, the highest 25 percent in that school scored above the upper end of the range. For example, if the upper end of the band were at the 96th percentile, the top 25 percent of the students in that school ranked in the upper 4 percent of the national norm sample.

The median is not reported in these figures if it is equal to 99 or if the first quartile is equal to 98. In these cases it was not possible to accurately portray the median.

Schools are presented in these figures in alphabetical order by grade. The first page for each grade follows:

Grade 3 (Figure 17) -- page 103

Grade 5 (Figure 18) -- page 111

Grade 8 (Figure 19) -- page 118

Grade 11 (Figure 20) -- page 120

County:all grades (Figure 21) -- page 122

Figure 17

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 3 - TOTAL BATTERY, 1985-86

NATIONAL PERCENTILE RANK	1	5	10	25	50	75	90	95	99
				Q1	Md	Q3			
SCHOOL NAME	AREA								
ASHBURTON	2					81----94--98			
BANNOCKBURN	2					75---90----97			
BARNSLEY	2					73--86--94			
BEALL	2				38---------86-93				
BELLS MILL	2					77---91-96			
BELMONT	1					72--84------98			
BEL PRE	1					78---91----98			
BETHESDA	2					76----92---98			
BEVERLY FARMS	2					70----88-----98			
BRADLEY HILLS	2				55---76------95				
BROAD ACRES	1			28--48-62					
BROOKHAVEN	1					75-----92-----99			
BROWN STATION	3				54----77------96				
BURNING TREE	2					84----95-98			

Figure 17

NATIONAL PERCENTILE RAN$ FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 3 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTILE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
BURTONSVILLE	1					52--69---90				
CANDLEWOOD	3					63------88------98				
CANNON ROAD	1						86--94---99			
CARDEROCK SPRINGS	2						82-90---97			
CASHELL	3						83---95-98			
CEDAR GROVE	3					60------87---95				
CHEVY CHASE	2					67------88-------99				
CLARKSBURG	3						73------92---98			
COLD SPRING	3						86-------9899			
COLLEGE GARDENS	2						73---89--96			
CRESTHAVEN	1					65---83---95				
DAMASCUS	3					54----76------94				
DARNESTOWN	3						70-82------95			
DIAMOND	3						69--84---94			

Figure 17

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 3 - TOTAL BATTERY, 1985-86 (CONT.)

SCHOOL NAME	AREA	NATIONAL PERCENTILE RANK 1 5 10 25 50 75 90 95 99 (Q1 Md Q3)
DUFIEF	3	81---92---98
E. SILVER SPRING	1	48----74----91
FAIRLAND	1	54----76-----94
FALLSMEAD	3	78------95-98
FARMLAND	2	79----93---98
FIELDS ROAD	3	53--72----90
FLOWER HILL	3	48--66-----88
FLOWER VALLEY	2	78---91----98
FOREST KNOLLS	1	72----90-----98
FOX CHAPEL	3	40-----73----91
GAITHERSBURG	3	49---68----89
GALWAY	1	60--78----92
GARRETT PARK	2	77---91------99
GEORGIAN FOREST	1	66-78---91

Figure 17

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 3 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTILE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
GERMANTOWN	3						73-85---96			
GLEN HAVEN	1					44---65------89				
GLENALLAN	1					60-73------94				
GREENWOOD	1							89------9899		
HARMONY HILLS	1					45--60-------91				
HIGHLAND	1					38-----66--81				
HIGHLAND VIEW	1					48-----73-------96				
JACKSON ROAD	1						81------96---99			
KEMP MILL	1							96---99		
KENSINGTON-PARKWOOD	2					56--------91------99				
LAKE SENECA	3					51--72-----89				
LAKEWOOD	3						79-----92---98			
LAYTONSVILLE	3					55------83-----96				
LUXMANOR	2							95-9899		

Figure 17

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 3 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTILE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
MARYVALE	2					47	76	87		
MEADOW HALL	2					46	68	83		
MILL CREEK TOWNE	3					56	80	95		
MONOCACY	3					58	67	88		
NEW HAMPSHIRE ESTATES	1					55	65	87		
N. CHEVY CHASE	2					39	65	90		
OAK VIEW	1					37	66	84		
OAKLAND TERRACE	1					54	79	96		
OLNEY	1						71	86	96	
WILLIAM T. PAGE	1						78	90	99	
PINE CREST	1					48	67	94		
POOLESVILLE	3						72	85	96	
POTOMAC	2							86	92	99
RITCHIE PARK	3							82	93	99

Figure 17

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 3 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTILE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
ROCK CREEK FOREST	2					46	79	96		
ROCK CREEK VALLEY	2						77	95	99	
ROCK VIEW	1					54	77	98		
ROLLING TERRACE	1					60	80	93		
ROSEMONT	3						71	81	92	
SEVEN LOCKS	2						81	94	99	
SHERWOOD	1					44	73	94		
SOMERSET	2						69	95	99	
SOUTH LAKE	3					58	75	92		
STEDWICK	3					56	82	96		
STONEGATE	1						79	92	98	
STRATHMORE	1					47	76	91		
SUMMIT HALL	3				34	61	86			
TAKOMA PARK	1				30	62	96			

Figure 17

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 3 - TOTAL BATTERY, 1985-86 (CONT.)

SCHOOL NAME	AREA	NATIONAL PERCENTILE RANK 1 5 10 25 50 75 90 95 99 (Q1 Md Q3)
TRAVILAH	3	66—80——98
TWINBROOK	2	39—58——83
VIERS MILL	1	32—58——86
WASHINGTON GROVE	3	66—82—92
WATKINS MILL	3	60——86—94
WAYSIDE	2	77——94——99
WELLER ROAD	1	42-55—79
WESTBROOK	2	67——86—94
WESTOVER	1	47——83——97
WHEATON WOODS	1	64——86——99
WHETSTONE	3	66—84——96
WOOD ACRES	2	75—90——97
WOODFIELD	3	85——95—99
WOODLIN	1	51—73——97

Figure 17

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 3 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTILE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
WYNGATE	2							90	95	98

Figure 18

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 5 - TOTAL BATTERY, 1985-86

SCHOOL NAME	AREA	NATIONAL PERCENTILE RANK 1 5 10 25 50 75 90 95 99 (Q1 Md Q3)
ASHBURTON	2	74-85--96
BANNOCKBURN	2	77--92--99
BARNSLEY	2	64--87--97
BEALL	2	52--72--91
BELLS MILL	2	64--88--96
BELMONT	1	73--88--96
BEL PRE	1	58--76--96
BETHESDA	2	67--90--97
BEVERLY FARMS	2	80--95--99
BRADLEY HILLS	2	84--92--98
BROAD ACRES	1	35-47--69
BROOKHAVEN	1	52--79--93
BROWN STATION	3	60--80--95
BURNING TREE	2	92--99

Figure 18

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 5 - TOTAL BATTERY, 1985-86 (CONT.)

SCHOOL NAME	AREA	NATIONAL PERCENTILE RANK 1 5 10 25 50 75 90 95 99 (Q1 Md Q3)
BURTONSVILLE	1	60——92—97
CANDLEWOOD	3	65——88——98
CANNON ROAD	1	79——95—99
CARDEROCK SPRINGS	2	78——97-99
CASHELL	3	69——88——97
CEDAR GROVE	3	69—84——97
CHEVY CHASE	2	72——90——97
CLARKSBURG	3	76-86——99
COLD SPRING	3	89—95—99
COLLEGE GARDENS	2	63——84—94
CRESTHAVEN	1	55—79——94
DAMASCUS	3	76——94——99
DARNESTOWN	3	76——92——99
DIAMOND	3	64——90——98

Figure 18

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 5 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTILE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
DUFIEF	3					59	84	98		
FAIRLAND	1					63	84	97		
FALLSMEAD	3						81	95	99	
FARMLAND	2						79	94	99	
FIELDS ROAD	3					47	69	88		
FLOWER HILL	3					46	72	91		
FLOWER VALLEY	2						86	96	99	
FOREST KNOLLS	1						79	90	97	
FOX CHAPEL	3					50	68	87		
GAITHERSBURG	3					46	66	86		
GALWAY	1					54	82	95		
GARRETT PARK	2						76	87	98	
GEORGIAN FOREST	1						72	88	96	
GERMANTOWN	3					53	78	96		

Figure 18

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 5 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTyLE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
GLEN HAVEN	1				43	68	83			
GLENALLAN	1				49	64				97
GREENWOOD	1					65	88			97
HARMONY HILLS	1				43	66	82			
HIGHLAND	1				43	63				88
HIGHLAND VIEW	1				42	63				87
JACKSON ROAD	1					74	88			95
KEMP MILL	1					59	79			92
KENSINGTON-PARKWOOD	2					58	81			96
LAKE SENECA	3					51	74			90
LAKEWOOD	3							88		9899
LAYTONSVILLE	3						73	88		98
LUXMANOR	2							90	97	99
MARYVALE	2				37	60	72			

Figure 18

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 5 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTILE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
MEADOW HALL	2					57—74——92				
MILL CREEK TOWNE	3					61—79——93				
MONOCACY	3					55—75——92				
N. CHEVY CHASE	2					44——75——94				
OAK VIEW	1					62——86——97				
OAKLAND TERRACE	1					65-79——93				
OLNEY	1					51—73——95				
WILLIAM T. PAGE	1						74——92—98			
PINE CREST	1					59—76—91				
PINEY BRANCH	1					61—82——98				
POOLESVILLE	3					63——86—94				
POTOMAC	2						82——95—99			
RITCHIE PARK	3						77—88——98			
ROCK CREEK FOREST	2					70—84—94				

Figure 18

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 5 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTILE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
ROCK CREEK VALLEY	2							88	96	99
ROCK VIEW	1						62	76	91	
ROLLING TERRACE	1					47	65	85		
ROSEMONT	3						61	76	91	
SEVEN LOCKS	2							77	89	98
SHERWOOD	1					52		81	94	
SOMERSET	2							79	95	98
SOUTH LAKE	3						67	81		98
STEDWICK	3						61	88		98
STONEGATE	1						60		90	99
STRATHMORE	1					43		79	91	
SUMMIT HALL	3					52	74		92	
TRAVILAH	3						57	81		98
TWINBROOK	2					53	66	84		

Figure 18

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 5 - TOTAL BATTERY, 1985-86 (CONT.)

SCHOOL NAME	AREA	NATIONAL PERCENTILE RANK 1 5 10 25 50 75 90 95 99 (Q1 Md Q3)
VIERS MILL	1	43—62——83
WASHINGTON GROVE	3	62—82——96
WATKINS MILL	3	50—69—84
WAYSIDE	2	76——92—98
WELLER ROAD	1	63-73—90
WESTBROOK	2	84—93——99
WESTOVER	1	67—84——98
WHEATON WOODS	1	65—82——95
WHETSTONE	3	64——86——98
WOOD ACRES	2	86—95—99
WOODFIELD	3	84——96—99
WOODLIN	1	47—69——88
WYNGATE	2	76——95—99

Figure 19

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 8 - TOTAL BATTERY, 1985-86

SCHOOL NAME	AREA	NATIONAL PERCENTILE RANK 1 5 10 25 50 75 90 95 99 (Q1 Md Q3)
BAKER	3	60—79——92
BANNEKER	1	62—82——94
CABIN JOHN	2	76—89——98
EASTERN	1	40—67—81
FARQUHAR	1	56—79—90
FROST	3	75—90——98
GAITHERSBURG	3	46—70—87
HOOVER	2	82—93—98
KING	3	54—73—89
LEE	1	63—81——95
MONTGOMERY VILLAGE	3	66—83—94
PARKLAND	1	56—76—89
POOLESVILLE	3	49——73—90
PYLE	2	81—92—98

Figure 19

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 8 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTILE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
REDLAND	3						62—81—92			
RIDGEVIEW	3						61—78——92			
SLIGO	1					47—70—86				
TAKOMA PARK	1						61————90————98			
TILDEN	2						70—86————97			
JULIUS WEST	2					54——77————94				
WESTLAND	2						60—82————96			
WHITE OAK	1						64—83——95			
WOOD	2						71—87—96			

Figure 20

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 11 - TOTAL BATTERY, 1985-86

SCHOOL NAME	AREA	NATIONAL PERCENTILE RANK 1 5 10 25 50 75 90 95 99 (Q1 Md Q3)
BETHESDA-CHEVY CHASE	2	59---82----94
MONTGOMERY BLAIR	1	32----60----84
CHURCHILL	2	69----88----97
DAMASCUS	3	45----72---87
EINSTEIN	1	46--67----87
GAITHERSBURG	3	48---72----90
WALTER JOHNSON	2	60-----86---96
KENNEDY	1	51--72-----91
MAGRUDER	3	57----81----94
RICHARD MONTGOMERY	2	37---62----84
PAINT BRANCH	1	56---78----93
POOLESVILLE	3	45----68---83
ROCKVILLE	2	57----81----94
SENECA VALLEY	3	53----77----93

Figure 20

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT EACH SCHOOL'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS GRADE 11 - TOTAL BATTERY, 1985-86 (CONT.)

NATIONAL PERCENTILE RANK		1	5	10	25	50	75	90	95	99
					Q1	Md	Q3			
SCHOOL NAME	AREA									
SHERWOOD	1					52	75	91		
SPRINGBROOK	1					53	80	94		
WHEATON	1					40	58	81		
WHITMAN	2						76	90	98	
WOODWARD	2						67	84	96	
WOOTTON	3						70	87	96	

Figure 21

NATIONAL PERCENTILE RANK FOR THE STUDENT SCORING AT THE COUNTY'S FIRST QUARTILE (Q1), MEDIAN (Md), AND THIRD QUARTILE (Q3) - CALIFORNIA ACHIEVEMENT TESTS - TOTAL BATTERY, 1985-86

NATIONAL PERCENTILE RANK	1	5	10	25	50	75	90	95	99
				Q1	Md	Q3			
GRADE									
GRADE 3 COUNTY (CAT)					62	85	96		
GRADE 5 COUNTY (CAT)					63	85	97		
GRADE 8 COUNTY (CAT)					62	82	94		
GRADE 11 COUNTY (CAT)					50	78	94		

Longitudinal Trends

The school longitudinal analysis presents the score trends of students tested in the same elementary school twice. This testing was done in Grades 3 and 5. This analysis provides a better indication of possible program strengths and weaknesses than does a comparison of scores for groups of different students.[7] When scores for different students are compared, differences in their ability can confound any judgments about quality. That is, brighter students may score higher because of their own talents, not because their educational program is any better. Using the results for the same group of students at two grade levels eliminates this confounding factor.

The identification of a school as having good or poor score trends in a given year can be affected by some of the interpretive problems discussed in an earlier section of this report. If the school longitudinal group has a score decline or increase, it could be the result of test characteristics, not the quality of the school program. One reason for score changes could be that the norm group for the Grade 5 test had higher ability than did the norm group for the Grade 3 test. Thus, when students were assigned standardized scores (e.g., percentile ranks) in Grade 5, they were being compared with brighter students and did not appear to perform as well. Another reason for score changes could be that the content of the Grade 5 test was a better match to the MCPS curriculum. In this case students would have been taught more of the Grade 5 test-related content but not necessarily any more of the MCPS curriculum. Thus, their scores would have improved without their actually learning any more.

In an attempt to correct for the effect of test characteristics, a baseline for comparison has been established. This baseline is the average trend, countywide, for the students tested twice in the same school. This is being used on the assumption that, if these characteristics influence score trends, the county trend will indicate the amount of correction that is needed.

Substantial deviation (eight or more NCE points) from this baseline by a school trend is an indication of potential strength or weakness. School trends that are eight or more NCE points above the county trend will be indicated by a plus (+). School trends that are eight or more NCE points below the county trend will be indicated by a minus (-).

When reviewing data for small groups (fewer than 30), one should use extra caution before reaching conclusions about program strengths and weaknesses. Mean scores for groups of fewer than 30 are somewhat unstable and can be unduly influenced by a few very high or very low scores. No results are reported for groups of fewer than 10 because of the extreme instability of mean scores for groups that size.

County trends for students tested in the same school are summarized in Table 9. Also shown in that table are the differences required to indicate

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7. The groups might be the current third grade and last year's third grade or the current third and fifth grades.

substantial change. Table 10 presents the longitudinal results from Grade 3 (1983) to 5 (1985) by school.

While longitudinal data have the advantage cited above, they should not be used to label schools as having good or poor programs but only as a "flag" suggesting that a closer look needs to be taken. Judgment of the quality of a school program needs to be based on many things in addition to standardized test scores, no matter how well they are analyzed. Additionally, the statistic being used, difference scores, is somewhat unstable. For these reasons, the longitudinal results for a given school are often not consistent from year to year. That is, the method will generally not flag a school two years in a row. Thus, before a school is cited as having a good or a poor program based on longitudinal data, the results of several years need to be reviewed.

Table 11 presents a summary of the last five years of school longitudinal analyses. This makes it possible to see which schools are consistently identified as having good or poor programs. The table shows the subject areas and years in which each elementary school had a substantial deviation from the county longitudinal trend. The schools have been grouped into quarters based on the Grade 3 Total Battery score for the 1985-86 report group. This grouping is helpful in evaluating results because there is a tendency for very high (low) scoring schools to have their scores go down (up) the next time they are tested.[8] Presenting the results for the similarly scoring schools together helps to determine if a school's trend is "what might be expected" (i.e., similar to schools that start at the same level) or if it is unusual for schools at that level and therefore merits special attention.

Tables 12 contains what will be called quasi-longitudinal data. It shows the trends for students in paired schools. These students move as a group from one school to another between the Grade 3 testing and the Grade 5 testing. This occurs because at least one of the schools does not have both grades.

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8. The statistical name for this phenomenon is regression effect. A review of six years of school longitudinal results shows a slight regression effect. Schools that start off (Grade 3) in the top quarter tend to have an average trend that is a point or two lower than the county trend. Likewise schools that start in the bottom quarter tend to have an average trend a point or two higher than the county trend. However, there is considerable variation in the trends in both groups.

Table 9

County Means and Magnitude of Trend Needed To Indicate Substantial* Change for Longitudinal Results on the California Achievement Tests

	LONGITUDINAL			
	Fall 1983 Grade 3 NCE Mean	Fall 1985 Grade 5 NCE Mean	+ Substantial Increase	- Substantial Decrease
Total Reading	66	68	10	6
Total Language	72	76	12	4
Total Mathematics	71	73	10	6
Total Battery	71	74	11	5

*Substantial is defined as eight or more NCE points above the county trend.

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Table 10

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1983) and Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Ashburton	3	21	65	76	70	83	77	90	73	86
	5	21	72	85	77	90	75	88	76	89
Bannockburn	3	25	71	84	81	93	86	96	84	95
	5	25	77	90	83	94	80-	92	83	94
Barnsley	3	46	66	78	75	88	68	80	70	83
	5	46	72	85	80	92	74	87	77	90
Beall	3	50	63	73	76	89	75	88	72	85
	5	50	61	70	74	87	66-	78	68	80
Bells Mill	3	28	70	83	78	91	71	84	73	86
	5	28	67	79	74-	87	71	84	73	86
Belmont	3	42	70	83	72	85	60	68	66	78
	5	42	68	80	76	89	75+	88	75	88
Bel Pre	3	34	65	76	77	90	73	86	73	86
	5	34	63	73	75	88	71	84	71	84
Bethesda	3	28	66	78	74	87	69	82	71	84
	5	28	70	83	86+	96	73	86	78	91
Beverly Farms	3	64	70	83	71	84	79	92	77	90
	5	64	72	85	77	90	78	91	79	92
Bradley Hills	3	32	70	83	76	89	78	91	76	89
	5	32	76	89	81	93	85	95	83	94
Broad Acres	3	15	56	61	62	72	56	61	57	63
	5	15	52	54	60	68	61	70	59	67

Table 10 (con't)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1983) and Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Brookhaven	3	34	62	72	68	80	72	85	70	83
	5	34	65	76	70	83	63-	73	66	78
Brown Station	3	56	64	75	63	73	59	67	63	73
	5	56	66	78	73	86	72+	85	72	85
Burning Tree	3	32	73	86	84	95	83	94	83	94
	5	32	75	88	89	97	86	96	86	96
Burtonsville	3	49	73	86	79	92	84	95	82	94
	5	49	69	82	77	90	77-	90	76-	89
Candlewood	3	36	71	84	69	82	71	84	73	86
	5	36	71	84	80	92	80	92	79	92
Cannon Road	3	25	66	78	74	87	77	90	75	88
	5	25	64	75	77	90	73	86	73	86
Carderock Springs	3	30	70	83	73	86	68	80	71	84
	5	30	76	89	85+	95	83+	94	85+	95
Cashell	3	61	72	85	79	92	75	88	76	89
	5	61	66-	78	75-	88	78	91	75	88
Cedar Grove	3	33	62	72	69	82	69	82	68	80
	5	33	68	80	77	90	73	86	74	87
Chevy Chase	3	42	66	78	67	79	74	87	72	85
	5	42	71	84	78	91	79	92	79	92
Clarksburg	3	29	63	73	70	83	67	79	67	79
	5	29	70	83	81	93	79+	92	79+	92

Table 10 (con't)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1983) and Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Cold Spring	3	42	71	84	76	89	79	92	78	91
	5	42	74	87	88+	96	85	95	85	95
College Gardens	3	34	67	79	73	86	70	83	71	84
	5	34	68	80	73	86	68	80	71	84
Cresthaven	3	35	67	79	75	88	74	87	74	87
	5	35	64	75	76	89	67-	79	70	83
Damascus	3	59	70	83	75	88	71	84	73	86
	5	59	71	84	81	93	79	92	80	92
Darnestown	3	43	70	83	73	86	77	90	76	89
	5	43	73	86	85+	95	83	94	82	94
Diamond	3	59	65	76	75	88	71	84	71	84
	5	59	72	85	85	95	78	91	80	92
DuFief	3	37	71	84	73	86	76	89	77	90
	5	37	72	85	80	92	77	90	80	92
Fairland	3	42	64	75	69	82	66	78	68	80
	5	42	67	79	77	90	69	82	72	85
Fallsmead	3	50	72	85	72	85	81	93	79	92
	5	50	71	84	90+	97	80	92	82	94
Farmland	3	34	72	85	83	94	84	95	83	94
	5	34	80	92	87	96	82	94	86	96
Fields Road	3	25	61	70	62	72	60	68	61	70
	5	25	61	70	71	84	63	73	66	78

Table 10 (con't)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1983) and Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Flower Valley	3	29	69	82	76	89	76	89	76	89
	5	29	71	84	84	95	79	92	80	92
Forest Knolls	3	20	68	80	83	94	85	95	82	94
	5	20	68	80	81	93	83	94	79	92
Fox Chapel	3	29	64	75	69	82	66	78	67	79
	5	29	60	68	73	86	71	84	69	82
Gaithersburg	3	40	62	72	68	80	65	76	64	75
	5	40	61	70	68	80	61	70	63	73
Galway	3	25	65	76	63	73	65	76	66	78
	5	25	67	79	70	83	73	86	73	86
Garrett Park	3	40	65	76	74	87	83	94	77	90
	5	40	69	82	80	92	81	93	79	92
Georgian Forest	3	25	63	73	72	85	71	84	69	82
	5	25	69	82	78	91	76	89	76	89
Germantown	3	47	65	76	74	87	68	80	69	82
	5	47	66	78	75	88	68	80	70	83
Glen Haven	3	28	58	65	64	75	65	76	64	75
	5	28	54	58	59	67	67	79	61	70
Glenallan	3	27	64	75	69	82	66	78	67	79
	5	27	60	68	68	80	63	73	66	78
Greenwood	3	53	67	79	83	94	83	94	80	92
	5	53	69	82	79-	92	76-	89	77	90

Table 10 (con't)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1983) and Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Harmony Hills	3	20	51	52	54	58	63	73	56	61
	5	20	53	56	63	73	63	73	59	67
Highland	3	46	66	78	72	85	66	78	68	80
	5	46	61	70	68-	80	63	73	64	75
Highland View	3	23	59	67	68	80	74	87	69	82
	5	23	65	76	69	82	68-	80	68	80
Jackson Road	3	42	70	83	76	89	80	92	78	91
	5	42	67	79	74	87	72-	85	73-	86
Kemp Mill	3	41	82	94	87	96	87	96	89	97
	5	41	66-	78	72-	85	69-	82	71-	84
Kensington-Parkwood	3	25	61	70	67	79	70	83	67	79
	5	25	70	83	76	89	69	82	72	85
Lakewood	3	24	73	86	79	92	81	93	81	93
	5	24	74	87	81	93	84	95	84	95
Laytonsville	3	49	64	75	69	82	66	78	67	79
	5	49	68	80	75	88	79+	92	77	90
Luxmanor	3	34	73	86	70	83	76	89	76	89
	5	34	77	90	92+	98	87+	96	88+	96
Maryvale	3	18	48	46	55	59	52	54	50	50
	5	18	52	54	60	68	56	61	56	61
Meadow Hall	3	27	62	72	58	65	61	70	60	68
	5	27	64	75	70+	83	67	79	69	82

Table 10 (con't)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1983) and Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Mill Creek Towne	3	70	63	73	67	79	66	78	66	78
	5	70	63	73	66	78	65	76	66	78
Monocacy	3	22	60	68	62	72	58	65	60	68
	5	22	67	79	75+	88	63	73	69	82
North Chevy Chase	3	47	58	65	55	59	65	76	61	70
	5	47	65	76	65	76	71	84	68	80
Oakview	3	30	65	76	62	72	77	90	70	83
	5	30	69	82	68	80	80	92	75	88
Oakland Terrace	3	62	63	73	68	80	65	76	65	76
	5	62	69	82	74	87	68	80	70	83
Olney	3	38	67	79	71	84	71	84	71	84
	5	38	62	72	74	87	67	79	69	82
William Tyler Page	3	45	73	86	82	94	81	93	81	93
	5	45	70	83	75-	88	76	89	76-	89
Pine Crest	3	41	67	79	76	89	70	83	71	84
	5	41	69	82	73	86	64-	75	69	82
Poolesville	3	58	66	78	72	85	62	72	65	76
	5	58	67	79	75	88	69	82	71	84
Potomac	3	24	74	87	76	89	85	95	84	95
	5	24	72	85	84	95	85	95	84	95
Ritchie Park	3	62	67	79	80	92	74	87	75	88
	5	62	73	86	81	93	74	87	78	91

Table 10 (con't)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1983) and Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Rock Creek Forest	3	17	65	76	68	80	70	83	69	82
	5	17	75+	88	87+	96	70	83	77	90
Rock Creek Valley	3	23	76	89	80	92	84	95	83	94
	5	23	74	87	87	96	91	97	87	96
Rock View	3	36	62	72	68	80	70	83	68	80
	5	36	65	76	77	90	66	78	69	82
Rolling Terrace	3	22	59	67	67	79	65	76	64	75
	5	22	59	67	70	83	70	83	67	79
Rosemont	3	15	61	70	76	89	62	72	65	76
	5	15	63	73	85	95	75+	88	74	87
Seven Locks	3	17	69	82	77	90	83	94	80	92
	5	17	71	84	77	90	80	92	79	92
Sherwood	3	33	67	79	69	82	70	83	70	83
	5	33	66	78	74	87	66	78	70	83
Somerset	3	21	77	90	81	93	86	96	85	95
	5	21	80	92	88	96	85	95	88	96
South Lake	3	32	60	68	69	82	69	82	66	78
	5	32	71+	84	84+	95	73	86	78+	91
Stedwick	3	43	63	73	69	82	74	87	71	84
	5	43	69	82	75	88	74	87	75	88
Stonegate	3	31	67	79	79	92	71	84	73	86
	5	31	72	85	77	90	75	88	76	89

Table 10 (con't)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1983) and Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Strathmore	3	22	56	61	60	68	59	67	59	67
	5	22	60	68	62	72	68	80	65	76
Summit Hall	3	20	60	68	69	82	67	79	67	79
	5	20	62	72	69	82	68	80	67	79
Travilah	3	33	70	83	75	88	64	75	69	82
	5	33	68	80	76	89	69	82	72	85
Twinbrook	3	37	52	54	60	68	51	52	52	54
	5	37	58	65	68	80	60	68	61	70
Viers Mill	3	47	52	54	57	63	54	58	54	58
	5	47	54	58	64	75	58	65	59	67
Washington Grove	3	32	65	76	74	87	64	75	67	79
	5	32	68	80	78	91	72	85	75	88
Watkins Mill	3	25	62	72	73	86	79	92	74	87
	5	25	61	70	66	78	63-	73	64-	75
Wayside	3	51	75	88	73	86	77	90	78	91
	5	51	74	87	80	92	81	93	81	93
Weller Road	3	40	62	72	64	75	65	76	65	76
	5	40	60	68	68	80	70	83	67	79
Westbrook	3	24	70	83	77	90	72	85	74	87
	5	24	80+	92	79	92	79	92	81	93
Westover	3	45	63	73	66	78	71	84	69	82
	5	45	71	84	77	90	72	85	75	88

Table 10 (con't)

California Achievement Tests Longitudinal Results for Students Tested in the Same School in Grade 3 (1983) and Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Wheaton Woods	3	52	60	68	63	73	64	75	63	73
	5	52	66	78	74	87	72	85	72	85
Whetstone	3	47	69	82	73	86	64	75	67	79
	5	47	72	85	78	91	74+	87	76	89
Wood Acres	3	51	76	89	80	92	84	95	84	95
	5	51	77	90	83	94	84	95	84	95
Woodfield	3	49	71	84	76	89	73	86	75	88
	5	49	71	84	84	95	83+	94	83	94
Woodlin	3	24	62	72	65	76	64	75	65	76
	5	24	63	73	74	87	72	85	71	84
Wyngate	3	45	66	78	76	89	77	90	75	88
	5	45	72	85	81	93	76	89	79	92

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Table 11

Schools With Substantial Longitudinal Trends in
Each of the Last Five Years - First Quarter

School	1981-82					1982-83					1983-84					1984-85					1985-86				
	No.	R	L	M	T	No.	R	L	M	T	No.	R	L	M	T	No.	R	L	M	T	No.	R	L	M	T
Bannockburn	29		-			29		-	-		29		-			36					25			-	
Beverly Farms	45					33			-		45					52					64				
Burning Tree	50					48					43					36					32				
Burtonsville	33					18			+		21		-	-		12		-			49			-	-
Cold Spring	58		+			39					43					39					42		+		
DuFief	58					57					46					54					37				
Fallsmead	52					37		+			35					29					50		+		
Farmland	38					38					36					43					34				
Forest Knolls	34					17					24					25	+			+	20				
Garrett Park	17					27	+	+			18	+				22		+			40				
Greenwood	84					57					55			+		82			+		53			-	-
Jackson Road	59					38					44		+			36					42				- -
Kemp Mill	25	-	-	-	-	26			-	-	34	-	-	-	-	41	-	-	-	-	41	-	-	-	-
Lakewood	38					31					28	-		-	-	33					24				
Page	21	-				38					33		+			48			-	-	45		-		-
Potomac	65					47					43					24					24				
Rock Creek Valley	43		+			27		+	+	+	32		+			22					23				
Seven Locks	35					29					17					12					17				
Somerset	34					25			-		17	-		-	-	27			-	-	21				
Wayside	52		+		+	47					41					42					51				
Wood Acres	42					28					24					44		+			51				

No. - Number of students in longitudinal group
R - Reading
L - Language
M - Mathematics
T - Total Battery
\+ - Substantial increase
\- - Substantial decrease

Table 11 (cont.)

Schools With Substantial Longitudinal Trends in
Each of the Last Five Years - Second Quarter

School	1981-82		1982-83		1983-84		1984-85		1985-86	
	No.	R.L.M.T.	No.	R.L.M.T.	No.	R.L.M.T.	No.	R.L.M.T.	No.	R.L.M.T.
Ashburton	26		35		32		22		21	
Beall	26		21	+	15		48		50	-
Bel Pre	27	+ + + +	35		23	-	25	-	34	
Bells Mill	36		22		29		21	- - -	28	-
Bethesda	40		21		28		38		28	+
Bradley Hills	26		23		19		23		32	
Candlewood	56		39		27		30		36	
Cannon Road	46		35	+ + +	42	+ + + +	39		25	
Carderock Sp.	25		--		32	- -	16		30	+ + +
Cashell	65	+	52		50		44	- - -	61	- -
Chevy Chase	46		41		45		48		42	
College Gardens	67		50		39		28		34	
Cresthaven	27		24		28		31		35	-
Damascus	65		56	-	57	-	56		59	
Darnestown	44		44		40		46		43	+
Diamond	80		72	-	69	-	51		59	
Flower Valley	35		23		44		36		29	
Luxmanor	23		26		32		33		34	+ + +
Olney	50		41	-	36		37		38	
Pine Crest	41		29		32		36		41	-
Ritchie Park	54		63		50		61		62	
Stedwick	66		63		62	+	57		43	
Stonegate	30		68		26		41	+	31	
Watkins Mill	45	+	35		42	-	31		25	- -
Westbrook	31		29		30		30		24	+
Woodfield	65		39		46		47	+	49	+
Wyngate	59		38		57		57		45	

No. - Number of students in longitudinal group
R - Reading
L - Language
M - Mathematics
T - Total Battery
\+ - Substantial increase
\- - Substantial decrease

Table 11 (cont.)

Schools With Substantial Longitudinal Trends in
Each of the Last Five Years - Third Quarter

School	1981-82 No.	R	L	M	T	1982-83 No.	R	L	M	T	1983-84 No.	R	L	M	T	1984-85 No.	R	L	M	T	1985-86 No.	R	L	M	T
Barnsley	54			+		39					43					43					46				
Brookhaven	53					47					31	-	-			30					34				-
Cedar Grove	29					26					17					30	+	+	+		33				
Clarksburg	31					30			-	-	38					36			+		29				+
Fairland	57					36					38					46					42				
Fox Chapel	49			-		49					38					55					29				
Georgian Forest	28					28	+				11					19					25				
Germantown	51		-			43		-			49		-			52			-		47				
Glenallan	35					29				+	28		+			29					27				
Highland	65					43					43		+		+	36					46				-
Highland View	19					19			-		--					29					23				-
Kensington-Park.	20					22					15					18					25				
Laytonsville	72					53			+		55					49			+		49				+
Oak View	31					12			-		13			-		40					30				
Rock Creek Forest	35					20					31	+	+			19		+		+	17		+	+	
Rock View	36					29		+			28		-			30					36				
Sherwood	59					53					34					43					33				
Summit Hall	38					32		-			22		-			29		-			20				
Travilah	40					37		+			24			-		30		-			33				
Washington Grove	35					38			-		33		+	+	+	40		+	+	+	32				
Westover	37					39					25					33					45				
Whetstone	50		-			47					39					54					47				+

No. - Number of students in longitudinal group
R - Reading
L - Language
M - Mathematics
T - Total Battery
\+ - Substantial increase
\- - Substantial decrease

Table 11 (cont.)

Schools With Substantial Longitudinal Trends in
Each of the Last Five Years - Fourth Quarter

School	1981-82 No.	R	L	M	T	1982-83 No.	R	L	M	T	1983-84 No.	R	L	M	T	1984-85 No.	R	L	M	T	1985-86 No.	R	L	M	T
Belmont	58		+			32					33					38					42				+
Broad Acres	11	+				12					14					16					15				
Brown Station	49					56					55					52					56				+
Fields Road	36					30		+			20					28		+	+	+	25				
Gaithersburg	50					40					48					39					40				
Galway	35					26		+			32					28					25				
Glen Haven	48					30					17	+	+	+	+	25			+	+	28				
Harmony Hills	46					19					16		-			27					20				
Maryvale	46					30	+			+	32					18					18				
Meadow Hall	27			-		18					16					28					27		+		
Mill Creek Towne	60		-			74					56					61					70				
Monocacy	25					25					21		-			16					22		+		
Oakland Terrace	49					43					38					47		-			62				
Poolesville	70					59					67					66					58				
Rolling Terrace	--					12	-	-	-	-	21		-			31					22				
Rosemont	25					15	+				23			+	+	20					15				+
South Lake	43			-		32					36					36	+	+		+	32	+	+		+
Strathmore	34					15					17		+			19					22				
Twinbrook	38					47			+	+	28					64					37				
Viers Mill	39					41					30					32		+			47				
Weller Road	44					45					52					38					40				
Wheaton Woods	66					49					34		-			36					52				
Woodlin	--					20		+			20		+			21			+		24				

No. - Number of students in longitudinal group
R - Reading
L - Language
M - Mathematics
T - Total Battery
+ - Substantial increase
- - Substantial decrease

Table 12

California Achievement Tests Results for Students Tested in Paired Schools in Grade 3 (1983) and Grade 5 (1985)

	School Number	Grade	Number Tested	TOTAL READING NCE Mean	TOTAL READING Percentile Rank of Mean	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Percentile Rank of Mean	TOTAL MATH NCE Mean	TOTAL MATH Percentile Rank of Mean	TOTAL BATTERY NCE Mean	TOTAL BATTERY Percentile Rank of Mean
East Silver Spring	756	3	22	63	73	67	79	64	75	65	76
Piney Branch	749	5	22	66	78	66	78	67	79	67	79
New Hampshire Estates	791	3	13	46	42	50	50	59	67	52	54
Highland View	784	5	13	49	48	56	61	55	59	53	56
Takoma Park	754	3	44	62	72	61	70	72	85	63	73
Piney Branch	749	5	44	68	80	72	85	72	85	73	86

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Across-School Longitudinal Results

Another type of longitudinal data comes from tracing the score patterns of students as they move from elementary to junior/intermediate/middle (J/I/M) schools and from J/I/M schools to senior high schools. This has been done by using the results for students tested in both fifth (1982) and eighth (1985) grades or eighth (1982) and eleventh (1985) grades. The average scores for these students in feeder and receiving schools are reported in Tables 14 and 16. The results are grouped by receiving school, and receiving schools are listed in alphabetical order. For each receiving school, the major feeder schools are listed alphabetically. Also listed for each receiving school are the results for all students who entered the school from anywhere in MCPS.

The results reported in this section can be interpreted in a manner similar to that in the previous section. The trends from feeder to receiving schools are compared with the county average trends which are reported in Tables 13 and 15. Those groups whose trend is substantially above or below the county trend are indicated by a "+" or "-", respectively.

Table 13

County Means and Magnitude of Trend Needed to Indicate Substantial* Change for Longitudinal School Results on the California Achievement Tests, Grades 5 to 8

	Fall 1982 Grade 5 NCE Mean	Fall 1985 Grade 8 NCE Mean	+ Substantial Increase	- Substantial Decrease
Total Reading	66	68	10	6
Total Language	71	69	6	10
Total Mathematics	69	72	11	5
Total Battery	70	71	9	7

*Substantial is defined as eight or more NCE points above or below the county trend.

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Table 14

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1982) and Grade 8 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Cedar Grove	5	26	62	72	65	76	64	75	65	76
Baker	8	26	68	80	66	78	73	86	70	83
Clarksburg	5	37	61	70	65	76	61	70	62	72
Baker	8	37	61	70	61	70	72+	85	67	79
Damascus	5	52	68	80	72	85	70	83	71	84
Baker	8	52	64	75	64	75	69	82	67	79
Woodfield	5	47	74	87	85	95	83	94	83	94
Baker	8	47	66-	78	66-	78	74-	87	70-	83
MCPS*	5	190	67	79	72	85	70	83	70	83
Baker	8	190	65	76	64	75	71	84	68	80
Burtonsville	5	22	65	76	77	90	72	85	73	86
Banneker	8	22	63	73	68	80	68	80	67	79
Fairland	5	45	69	82	69	82	64	75	68	80
Banneker	8	45	72	85	71	84	72	85	73	86
Galway	5	27	67	79	67	79	75	88	71	84
Banneker	8	27	69	82	74+	87	80	92	76	89
Page	5	39	69	82	76	89	74	87	75	88
Banneker	8	39	68	80	71	84	73	86	72	85
MCPS	5	206	67	79	71	84	69	82	70	83
Banneker	8	206	67	79	70	83	71	84	71	84
Bells Mill	5	20	64	75	75	88	68	80	71	84
Cabin John	8	20	65	76	68	80	67	79	68	80
Potomac	5	56	74	87	78	91	77	90	79	92
Cabin John	8	56	76	89	77	90	76	89	78	91
Seven Locks	5	28	76	89	76	89	80	92	79	92
Cabin John	8	28	76	89	75	88	80	92	79	92

*Students were enrolled in MCPS in fifth grade.

CAT4.tbl

Table 14 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1982) and Grade 8 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
MCPS*	5	139	72	85	77	90	76	89	78	91
Cabin John	8	139	75	88	76	89	76	89	77	90
Forest Knolls	5	23	57	63	58	65	60	68	60	68
Eastern	8	23	62	72	64+	75	69	82	66	78
Highland View	5	12	43	37	42	35	45	41	43	37
Eastern	8	12	46	42	50+	50	56+	61	51	52
Oak View	5	13	54	58	56	61	62	72	54	58
Eastern	8	13	55	59	62+	72	61	70	59	67
Pine Crest	5	30	61	70	60	68	58	65	60	68
Eastern	8	30	61	70	59	67	62	72	61	70
Piney Branch	5	11	62	72	59	67	58	65	60	68
Eastern	8	11	61	70	57	63	64	75	63	73
Rolling Terrace	5	17	46	42	58	65	57	63	54	58
Eastern	8	17	53	56	59	67	63	73	59	67
MCPS	5	116	55	59	57	63	56	61	56	61
Eastern	8	116	58	65	60	68	63	73	61	70
Belmont	5	33	68	80	74	87	69	82	73	86
Farquhar	8	33	67	79	69	82	79	92	74	87
Greenwood	5	51	70	83	82	94	68	80	73	86
Farquhar	8	51	70	83	71-	84	78	91	75	88
Olney	5	39	61	70	72	85	60	68	63	73
Farquhar	8	39	63	73	58-	65	68	80	64	75
Sherwood	5	50	61	70	65	76	61	70	63	73
Farquhar	8	50	61	70	60	68	69	82	64	75
MCPS	5	207	65	76	72	85	65	76	68	80
Farquhar	8	207	64	75	63	73	72	85	68	80

*Students were enrolled in MCPS in fifth grade.

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Table 14 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1982) and Grade 8 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Cold Spring	5	36	72	85	78	91	79	92	79	92
Frost	8	36	75	88	75	88	79	92	78	91
DuFief	5	58	71	84	78	91	78	91	78	91
Frost	8	58	77	90	77	90	80	92	80	92
Fallsmead	5	41	68	80	86	96	75	88	77	90
Frost	8	41	73	86	80	92	77	90	78	91
Lakewood	5	25	69	82	76	89	73	86	74	87
Frost	8	25	74	87	72	85	78	91	76	89
Ritchie Park	5	65	73	86	78	91	73	86	76	89
Frost	8	65	73	86	75	88	76	89	75	88
Travilah	5	27	65	76	81	93	69	82	72	85
Frost	8	27	70	83	68-	80	70	83	70	83
MCPS*	5	301	70	83	78	91	74	87	76	89
Frost	8	301	73	86	75	88	77	90	76	89
Gaithersburg Elem.	5	33	62	72	65	76	65	76	66	78
Gaithersburg Jr.	8	33	63	73	63	73	67	79	65	76
Laytonsville	5	33	67	79	73	86	68	80	70	83
Gaithersburg Jr.	8	33	66	78	66	78	67	79	68	80
Rosemont	5	15	65	76	67	79	64	75	66	78
Gaithersburg Jr.	8	15	66	78	66	78	68	80	67	79
South Lake	5	13	60	68	66	78	59	67	61	70
Gaithersburg Jr.	8	13	61	70	64	75	66	78	64	75
Summit Hall	5	23	64	75	72	85	71	84	69	82
Gaithersburg Jr.	8	23	67	79	68	80	75	88	72	85
Washington Grove	5	36	61	70	65	76	54	58	61	70
Gaithersburg Jr.	8	36	63	73	65	76	61	70	63	73

*Students enrolled in MCPS in fifth grade.

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Table 14 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1982) and Grade 8 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
MCPS*	5	193	62	72	67	79	62	72	64	75
Gaithersburg Jr.	8	193	62	72	64	75	65	76	65	76
Beverly Farms	5	31	74	87	76	89	68	80	73	86
Hoover	8	31	75	88	78	91	78	91	79	92
Wayside	5	45	68	80	76	89	79	92	77	90
Hoover	8	45	72	85	74	87	81	93	77	90
MCPS	5	166	72	85	78	91	77	90	77	90
Hoover	8	166	76	89	79	92	81	93	80	92
Brown Station	5	25	59	67	67	79	65	76	64	75
King	8	25	61	70	60	68	66	78	63	73
Fox Chapel	5	58	66	78	72	85	72	85	72	85
King	8	58	67	79	66	78	74	87	71	84
Germantown	5	40	63	73	67	79	66	78	66	78
King	8	40	64	75	63	73	70	83	67	79
MCPS	5	186	62	72	67	79	66	78	66	78
King	8	186	63	73	63	73	69	82	66	78
Bel Pre	5	38	64	75	76	89	72	85	72	85
Lee	8	38	75+	88	70	83	69	82	73	86
Georgian Forest	5	36	65	76	68	80	71	84	70	83
Lee	8	36	75+	88	69	82	73	86	75	88
Glenallan	5	45	65	76	75	88	73	86	73	86
Lee	8	45	72	85	68	80	69	72	72	85
Kemp Mill	5	41	68	80	75	88	75	88	75	88
Lee	8	41	76	89	73	86	76	89	78	91

*Students were enrolled in MCPS in fifth grade.

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Table 14 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1982) and Grade 8 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Strathmore	5	15	64	75	74	87	63	73	68	80
Lee	8	15	73	86	72	85	71	84	74	87
MCPS*	5	218	64	75	72	85	70	83	70	83
Lee	8	218	73	86	69	82	70	83	73	86
South Lake	5	17	68	80	75	88	72	85	73	86
Montgomery Village	8	17	71	84	77	90	77	90	77	90
Stedwick	5	52	72	85	78	91	77	90	78	91
Montgomery Village	8	52	70	83	73	86	74	87	74	87
Watkins Mill	5	30	67	79	74	87	69	82	71	84
Montgomery Village	8	30	69	82	71	84	74	87	73	86
Whetstone	5	40	73	86	76	89	71	84	75	88
Montgomery Village	8	40	73	86	75	88	75	88	76	89
MCPS	5	164	69	82	74	87	71	84	72	85
Montgomery Village	8	164	69	82	73	86	73	86	73	86
Brookhaven	5	31	69	82	78	91	70	83	73	86
Parkland	8	31	71	84	71	84	73	86	72	85
Harmony Hills	5	15	49	48	54	58	62	72	53	56
Parkland	8	15	60+	68	65+	76	69	82	65+	76
Viers Mill	5	30	64	75	71	84	60	68	64	75
Parkland	8	30	64	75	74	87	72	85	70	83
Weller Road	5	48	58	65	63	73	65	76	62	72
Parkland	8	48	60	68	64	75	67	79	64	75
Wheaton Woods	5	47	56	61	61	70	62	72	61	70
Parkland	8	47	63	73	67+	79	71	84	68	80
MCPS	5	243	59	67	64	75	63	73	62	72
Parkland	8	243	63	73	67	79	70	83	67	79

*Students were enrolled in MCPS in fifth grade.

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Table 14 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1982) and Grade 8 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Monocacy	5	24	55	59	56	61	51	52	54	58
Poolesville Jr.	8	24	58	65	54	58	61	70	59	67
Poolesville Elem.	5	47	64	75	63	73	63	73	64	75
Poolesville Jr.	8	47	62	72	64	75	70	83	67	79
MCPS*	5	81	60	68	61	70	59	67	60	68
Poolesville Jr.	8	81	60	68	60	68	67	79	63	73
Bannockburn	5	33	68	80	70	83	68	80	70	83
Pyle	8	33	75	88	73	86	75	88	77	90
Bethesda	5	11	68	80	73	86	77	90	76	89
Pyle	8	11	75	88	84+	95	84	95	84	95
Bradley Hills	5	29	71	84	74	87	73	86	75	88
Pyle	8	29	75	88	73	86	77	90	76	89
Burning Tree	5	59	82	94	84	95	83	94	87	96
Pyle	8	59	84	95	86	96	86	96	87	96
Carderock Springs	5	25	71	84	82	94	76	89	77	90
Pyle	8	25	77	90	80	92	85	95	83	94
Wood Acres	5	48	79	92	77	90	83	94	84	95
Pyle	8	48	82	94	83+	94	81	93	85	95
MCPS	5	236	74	87	77	90	77	90	79	92
Pyle	8	236	79	92	80	92	81	93	82	94
Candlewood	5	47	65	76	70	83	70	83	70	83
Redland	8	47	68	80	72	85	73	86	72	85
Cashell	5	61	66	78	74	87	71	84	71	84
Redland	8	61	70	83	70	83	72	85	72	85
Mill Creek Towne	5	70	63	73	66	78	63	73	65	76
Redland	8	70	66	78	69	82	70	83	69	82

*Students were enrolled in MCPS in fifth grade.

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Table 14 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1982) and Grade 8 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
MCPS*	5	219	64	75	69	82	67	79	67	79
Redland	8	219	67	79	70	83	70	83	70	83
Brown Station	5	40	65	76	67	79	67	79	67	79
Ridgeview	8	40	64	75	67	79	71	84	69	82
Darnestown	5	44	66	78	71	84	73	86	72	85
Ridgeview	8	44	68	80	70	83	76	89	73	86
Diamond	5	67	69	82	68	80	74	87	72	85
Ridgeview	8	67	70	83	72	85	76	89	74	87
Fields Road	5	20	62	72	68	80	69	82	67	79
Ridgeview	8	20	62	72	61	70	68	80	65	76
MCPS	5	209	64	75	66	78	68	80	67	79
Ridgeview	8	209	65	76	67	79	72	85	69	82
Glen Haven	5	29	57	63	59	67	55	59	57	63
Sligo	8	29	59	67	59	67	58	65	59	67
Highland	5	37	52	54	51	52	53	56	52	54
Sligo	8	37	54	58	54	58	62	72	57	63
Oakland Terrace	5	49	65	76	69	82	63	73	67	79
Sligo	8	49	69	82	69	82	71	84	70	83
Rock View	5	43	66	78	64	75	62	72	63	73
Sligo	8	43	68	80	65	76	72	85	68	80
Woodlin	5	15	65	76	72	85	59	67	65	76
Sligo	8	15	64	75	65	76	69	82	67	79
MCPS	5	200	60	68	62	72	58	65	60	68
Sligo	8	200	62	72	62	72	66	78	64	75

*Students were enrolled in MCPS in fifth grade.

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Table 14 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1982) and Grade 8 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Highland View	5	24	63	73	60	68	57	63	60	68
Takoma Park Jr.	8	24	71	84	68+	80	71+	84	71+	84
Piney Branch	5	72	65	76	66	78	68	80	68	80
Takoma Park Jr.	8	72	66	78	65	76	71	84	69	82
MCPS*	5	150	71	84	72	85	73	86	74	87
Takoma Park Jr.	8	150	73	86	72	85	77	90	76	89
Ashburton	5	40	62	72	63	73	67	79	65	76
Tilden	8	40	66	78	69+	82	74	87	71	84
Farmland	5	50	70	83	82	94	82	94	82	94
Tilden	8	50	73	86	77	90	84	95	80	92
Garrett Park	5	32	69	82	73	86	70	83	71	84
Tilden	8	32	68	80	69	82	70	83	69	82
Kensington-Parkwood	5	27	69	82	68	80	67	79	68	80
Tilden	8	27	69	82	67	79	70	83	69	82
Luxmanor	5	34	74	87	80	92	83	94	82	94
Tilden	8	34	75	88	77	90	86	96	82	94
Wyngate	5	43	73	86	78	91	73	86	76	89
Tilden	8	43	79	92	77	90	80	92	81	93
MCPS	5	253	69	82	74	87	73	86	74	87
Tilden	8	253	72	85	73	86	77	90	75	88
Beall	5	51	58	65	69	82	66	78	64	75
Julius West	8	51	63	73	64	75	69	82	66	78
College Gardens	5	40	71	84	72	85	71	84	72	85
Julius West	8	40	74	87	70	83	78	91	76	89

*Students were enrolled in MCPS in fifth grade.

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Table 14 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1982) and Grade 8 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Twinbrook	5	48	61	70	64	75	65	76	64	75
Julius West	8	48	63	73	63	73	68	80	65	76
MCPS*	5	158	62	72	67	79	65	76	66	78
Julius West	8	158	65	76	65	76	71	84	68	80
Bethesda	5	19	68	80	70	83	63	73	68	80
Westland	8	19	77	90	78+	91	77+	90	79+	92
Chevy Chase	5	52	69	82	73	86	74	87	74	87
Westland	8	52	71	84	70	83	75	88	73	86
Rock Creek Forest	5	20	65	76	72	85	68	80	69	82
Westland	8	20	66	78	71	84	66	78	69	82
Rosemary Hills	5	41	66	78	67	79	64	75	67	79
Westland	8	41	71	84	71	84	70	83	72	85
Somerset	5	33	71	84	74	87	73	86	75	88
Westland	8	33	77	90	75	88	73	86	76	89
Westbrook	5	24	77	90	77	90	72	85	77	90
Westland	8	24	77	90	80	92	82	94	82	94
MCPS	5	209	68	80	71	84	69	82	71	84
Westland	8	209	72	85	73	86	73	86	74	87
Broad Acres	5	23	43	37	50	50	53	56	49	48
White Oak	8	23	52	54	55	59	62	72	57	63
Cannon Road	5	33	75	88	83	94	79	92	82	94
White Oak	8	33	74	87	73-	86	75	88	76	89
Cresthaven	5	37	66	78	70	83	65	76	68	80
White Oak	8	37	70	83	71	84	70	83	72	85
Jackson Road	5	46	67	79	67	79	68	80	69	82
White Oak	8	46	67	79	68	80	72	85	70	83
Stonegate	5	37	69	82	74	87	74	87	75	88
White Oak	8	37	72	85	75	88	82	94	79	92

*Students were enrolled in MCPS in fifth grade.

Table 14 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 5 (1982) and Grade 8 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Westover	5	44	70	83	76	89	75	88	77	90
White Oak	8	44	73	86	73	86	77	90	77	90
MCPS*	5	255	65	76	70	83	69	82	69	82
White Oak	8	255	68	80	69	82	73	86	71	84
Barnsley	5	57	69	82	75	88	73	86	74	87
Wood	8	57	75	88	77	90	78	91	78	91
Flower Valley	5	41	68	80	79	92	71	84	73	86
Wood	8	41	73	86	77	90	78	91	77	90
Maryvale	5	24	54	58	63	73	58	65	59	67
Wood	8	24	61	70	62	72	61	70	62	72
Meadow Hall	5	32	63	73	65	76	71	84	67	79
Wood	8	32	68	80	71+	84	75	88	74	87
Rock Creek Valley	5	36	67	79	84	95	81	93	80	92
Wood	8	36	73	86	77	90	73-	86	77	90
MCPS	5	224	65	76	73	86	72	85	71	84
Wood	8	224	70	83	74	87	74	87	74	87

*Students were enrolled in MCPS in fifth grade.

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Table 15

County Means and Magnitude of Trend Needed
To Indicate Substantial* Change for
Longitudinal School Results on the
California Achievement Tests, Grades 8 to 11

	Fall 1982 Grade 8 NCE Mean	Fall 1985 Grade 11 NCE Mean	+ Substantial Increase	- Substantial Decrease
Total Reading	67	67	8	8
Total Language	68	66	6	10
Total Mathematics	69	67	6	10
Total Battery	69	68	7	9

*Substantial is defined as eight or more NCE points above or below the county trend.

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Table 16

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 8 (1982) and Grade 11 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Westland	8	233	73	86	74	87	71	84	74	87
BCC	11	233	72	85	72	85	69	82	72	85
MCPS*	8	252	72	85	73	86	70	83	73	86
BCC	11	252	71	84	71	84	68	80	71	84
Eastern	8	88	69	82	68	80	64	75	69	82
Blair	11	88	67	79	65	76	63	73	67	79
Sligo	8	43	66	78	67	79	67	79	67	79
Blair	11	43	66	78	65	76	66	78	67	79
Takoma Park	8	84	58	65	55	59	61	70	59	67
Blair	11	84	54	58	54	58	55	59	54	58
MCPS	8	235	63	73	62	72	63	73	63	73
Blair	11	235	60	68	60	68	59	67	61	70
Cabin John	8	163	70	83	75	88	75	88	75	88
Churchill	11	163	73	86	76	89	73	86	76	89
Hoover	8	214	71	84	73	86	74	87	74	87
Churchill	11	214	72	85	72	85	73	86	74	87
MCPS	8	408	71	84	74	87	74	87	74	87
Churchill	11	408	72	85	74	87	73	86	75	88
Baker	8	200	66	78	65	76	69	82	68	80
Damascus	11	200	63	73	62	72	64	75	64	75
MCPS	8	224	64	75	63	73	68	80	66	78
Damascus	11	224	61	70	60	68	62	72	62	72
Sligo	8	176	64	75	61	70	62	72	63	73
Einstein	11	176	64	75	62	72	63	73	64	75

*Students were enrolled in MCPS in eighth grade.

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Table 16 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 8 (1982) and Grade 11 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
MCPS*	8	203	63	73	61	70	61	70	62	72
Einstein	11	203	64	75	61	70	62	72	63	73
Gaithersburg Jr.	8	185	61	70	62	72	63	73	62	72
Gaithersburg High	11	185	59	67	60	68	61	70	60	68
Montgomery Village	8	171	71	84	71	84	70	83	73	86
Gaithersburg High	11	171	69	82	68	80	70	83	70	83
Ridgeview	8	21	54	58	59	67	59	67	57	63
Gaithersburg High	11	21	52	54	54	58	56	61	54	58
MCPS	8	407	64	75	65	76	65	76	66	78
Gaithersburg High	11	407	63	73	63	73	64	75	64	75
Tilden	8	140	72	85	74	87	75	88	75	88
Walter Johnson	11	140	72	85	72	85	72	85	73	86
MCPS	8	156	71	84	73	86	74	87	74	87
Walter Johnson	11	156	71	84	71	84	72	85	73	86
Lee	8	228	67	79	69	82	70	83	70	83
Kennedy	11	228	67	79	66	78	68	80	68	80
Sligo	8	17	63	73	63	73	64	75	64	75
Kennedy	11	17	65	76	66	78	63	73	65	76
MCPS	8	276	66	78	67	79	69	82	69	82
Kennedy	11	276	66	78	65	76	67	79	67	79
Redland	8	219	67	79	69	82	70	83	70	83
Magruder	11	219	69	82	68	80	71	84	70	83
MCPS	8	253	65	76	67	79	69	82	68	80
Magruder	11	253	67	79	67	79	70	83	69	82

*Students were enrolled in MCPS in eighth grade.

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Table 16 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 8 (1982) and Grade 11 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Julius West	8	127	64	75	64	75	65	76	66	78
Richard Montgomery	11	127	62	72	59	67	64	75	63	73
MCPS*	8	136	63	73	63	73	64	75	65	76
Richard Montgomery	11	136	61	70	58	65	63	73	62	72
Banneker	8	202	66	78	65	76	69	82	69	82
Paint Branch	11	202	68	80	66	78	69	82	69	82
MCPS	8	253	66	78	65	76	68	80	68	80
Paint Branch	11	253	67	79	65	76	68	80	68	80
Poolesville High	8	75	60	68	57	63	66	78	62	72
Poolesville High	11	75	60	68	55	59	59	67	58	65
MCPS	8	81	59	67	57	63	65	76	62	72
Poolesville High	11	81	59	67	55	59	59	67	58	65
Parkland	8	61	64	75	65	76	68	80	67	79
Rockville	11	61	65	76	64	75	67	79	66	78
Wood	8	298	69	82	69	82	71	84	71	84
Rockville	11	298	67	79	68	80	69	82	70	83
MCPS	8	383	67	79	68	80	70	83	70	83
Rockville	11	383	67	79	67	79	68	80	69	82
Gaithersburg Jr.	8	11	56	61	51	52	52	54	53	56
Seneca Valley	11	11	55	59	53	56	56	61	54	58
King	8	125	65	76	63	73	63	73	65	76
Seneca Valley	11	125	65	76	61	70	64	75	64	75

*Students were enrolled in MCPS in eighth grade.

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Table 16 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 8 (1982) and Grade 11 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Montgomery Village	8	12	60	68	64	75	58	65	60	68
Seneca Valley	11	12	51-	52	46-	42	53	56	51-	52
Ridgeview	8	203	70	83	72	85	75	88	74	87
Seneca Valley	11	203	70	83	68	80	71	84	71	84
MCPS*	8	392	67	79	67	79	69	82	69	82
Seneca Valley	11	392	66	78	64	75	67	79	67	79
Farquhar	8	245	65	76	67	79	67	79	67	79
Sherwood	11	245	63	73	63	73	66	78	65	76
MCPS	8	274	65	76	66	78	66	78	67	79
Sherwood	11	274	62	72	62	72	65	76	65	76
White Oak	8	211	68	80	66	78	71	84	69	82
Springbrook	11	211	69	82	66	78	68	80	69	82
MCPS	8	338	67	79	66	78	69	82	69	82
Springbrook	11	338	68	80	65	76	67	79	68	80
Parkland	8	80	62	72	63	73	65	76	64	75
Wheaton	11	80	64	75	62	72	61	70	63	73
MCPS	8	273	58	65	59	67	61	70	60	68
Wheaton	11	273	58	65	56	61	57	63	58	65
Pyle	8	342	77	90	77	90	76	89	78	91
Whitman	11	342	78	91	76	89	76	89	78	91
MCPS	8	365	76	89	76	89	76	89	77	90
Whitman	11	365	77	90	75	88	76	89	78	91

*Students were enrolled in MCPS in eighth grade.

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Table 16 (cont.)

California Achievement Tests Longitudinal Results by School
For Students Tested in MCPS in Grade 8 (1982) and Grade 11 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading PR of Mean	Total Language NCE Mean	Total Language PR of Mean	Total Math NCE Mean	Total Math PR of Mean	Total Battery NCE Mean	Total Battery PR of Mean
Tilden	8	152	74	87	76	89	78	91	78	91
Woodward	11	152	76	89	73	86	74	87	76	89
MCPS*	8	166	73	86	75	88	77	90	77	90
Woodward	11	166	76	89	72	85	73	86	75	88
Frost	8	324	72	85	75	88	75	88	75	88
Wootton	11	324	73	86	71	84	73	86	74	87
MCPS	8	359	72	85	74	87	74	87	75	88
Wootton	11	359	73	86	71	84	73	86	74	87

*Students were enrolled in MCPS in eighth grade.

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Nonlongitudinal Trends

Trends of scores between groups of students tested in a school only once (Grade 3 or Grade 5) are reported in Table 18. These nonlongitudinal data are analyzed in a way similar to the school longitudinal data. The county trend for students tested in a school only once (shown in Table 17) is used as a baseline against which to evaluate the magnitude of the school trend. A trend substantially above (+) or below (-) the county trend in any school is probably an indication of a population shift in that school. If either group in a school has fewer than 10 students, no results are reported for that school.

Some of the students in the nonlongitudinal groups are from consolidated schools whose third grade school is closed. These students are also included in Table 12 which shows results for them alone, not mixed with other new fifth graders.

Table 19 contains a summary of five years of school nonlongitudinal analysis. This table has the same format as Table 11. Schools are grouped into quarters according to their 1985-86 group Grade 3 nonlongitudinal score. No data are presented for a school in a year if there were fewer than 10 students in the third and/or fifth grade group.

Table 17

County Means and Magnitude of Trend Needed To Indicate Substantial* Change for Nonlongitudinal School Results on the California Achievement Tests, Grades 3 to 5

	Fall 1983 Grade 3 NCE Mean	Fall 1985 Grade 5 NCE Mean	+ Substantial Increase	- Substantial Decrease
Total Reading	59	64	13	3
Total Language	64	71	15	1
Total Mathematics	64	68	12	4
Total Battery	63	68	13	3

*Substantial is defined as eight or more NCE points above or below the county trend.

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Table 18

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1983) or Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Ashburton	3	17	58	65	60	68	75	88	67	79
	5	27	66	78	77+	90	75	88	74	87
Barnsley	3	14	68	80	72	85	68	80	71	84
	5	19	63-	73	73	86	66	78	67-	79
Beall	3	35	58	65	68	80	70	83	66	78
	5	21	55-	59	62-	72	51-	52	56-	61
Bel Pre	3	19	62	72	73	86	70	83	69	82
	5	11	61	70	69-	82	69	82	67	79
Bethesda	3	21	62	72	66	78	64	75	64	75
	5	19	64	75	76	89	65	76	68	80
Beverly Farms	3	16	60	68	70	83	72	85	70	83
	5	27	74+	87	81	93	81	93	82	94
Bradley Hills	3	19	64	75	73	86	76	89	72	85
	5	11	68	80	75	88	78	91	76	89
Broad Acres	3	18	47	44	61	70	51	52	51	52
	5	22	44-	39	46-	42	51	52	47-	44
Brown Station	3	38	61	70	62	72	58	65	60	68
	5	38	61	70	70	83	66	78	66	78
Burning Tree	3	11	60	68	68	80	75	88	70	83
	5	41	85+	95	92+	98	90+	97	92+	98
Burtonsville	3	11	70	83	72	85	84	95	78	91
	5	23	62-	72	69-	82	68-	80	67-	79

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Table 18 (Continued)

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1983) or Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Candlewood	3	21	62	72	62	72	66	78	64	75
	5	19	65	76	67	79	66	78	67	79
Chevy Chase	3	16	62	72	66	78	65	76	65	76
	5	25	70	83	72	85	69	82	70	83
College Gardens	3	17	56	61	64	75	56	61	58	65
	5	29	69+	82	74	87	67	79	71+	84
Cresthaven	3	16	56	61	60	68	60	68	58	65
	5	34	62	72	71	84	62	72	66	78
Darnestown	3	15	65	76	61	70	72	85	68	80
	5	19	71	84	77+	90	68-	80	72	85
Diamond	3	25	59	67	67	79	65	76	64	75
	5	34	61	70	70	83	62	72	64	75
DuFief	3	12	60	68	65	76	70	83	67	79
	5	24	63	73	67	79	63-	73	65	76
Fairland	3	20	60	68	62	72	58	65	60	68
	5	26	69	82	75	88	71+	84	74+	87
Farmland	3	19	66	78	79	92	85	95	80	92
	5	12	62-	72	77-	90	78-	91	72-	85
Fields Road	3	26	57	63	63	73	59	67	60	68
	5	27	58	65	65	76	61	70	62	72
Flower Valley	3	12	70	83	67	79	69	82	70	83
	5	14	74	87	87+	96	86+	96	86+	96

Table 18 (Continued)

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1983) or Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Forest Knolls	3	13	58	65	64	75	74	87	67	79
	5	12	64	75	79+	92	72	85	72	85
Fox Chapel	3	61	62	72	67	79	61	70	64	75
	5	42	56-	61	64-	75	56-	61	59-	67
Gaithersburg	3	64	60	68	63	73	59	67	61	70
	5	27	54-	58	57-	63	49-	48	53-	56
Garrett Park	3	20	62	72	71	84	80	92	74	87
	5	13	63	73	76	89	78	91	75	88
Georgian Forest	3	13	64	75	68	80	73	86	70	83
	5	20	67	79	78	91	77	90	75	88
Germantown	3	27	54	58	63	73	65	76	61	70
	5	24	59	67	66	78	65	76	65	76
Glen Haven	3	32	47	44	51	52	49	48	49	48
	5	22	51	52	56	61	60	68	56	61
Glenallan	3	13	54	58	61	70	50	50	53	56
	5	22	61	70	65	76	65+	76	65	76
Harmony Hills	3	32	57	63	62	72	60	68	60	68
	5	22	53-	56	64	75	58	65	58	65
Highland	3	26	61	70	68	80	66	78	66	78
	5	16	47-	44	49-	48	49-	48	49-	48
Highland View	3	13	64	75	72	85	73	86	71	84
	5	30	50-	50	57-	63	60-	68	55-	59

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Table 18 (Continued)

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1983) or Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Jackson Road	3	17	57	63	64	75	69	82	63	73
	5	18	71+	84	77	90	74	87	76+	89
Laytonsville	3	13	53	56	58	65	57	63	56	61
	5	13	68+	80	75+	88	70+	83	73+	86
Maryvale	3	17	36	25	42	35	42	35	38	28
	5	10	44	39	58+	65	53	56	51+	52
Meadow Hall	3	12	57	63	57	63	58	65	57	63
	5	10	58	65	58	65	61	70	60	68
Mill Creek Towne	3	22	48	46	53	56	50	50	50	50
	5	39	67+	79	73+	86	72+	85	73+	86
North Chevy Chase	3	12	59	67	56	61	58	65	58	65
	5	28	61	70	62	72	59	67	61	70
Oak View	3	17	53	56	55	59	65	76	59	67
	5	14	65	76	67	79	66	78	68	80
Oakland Terrace	3	29	66	78	69	82	66	78	67	79
	5	22	62-	72	65-	76	67	79	67	79
Olney	3	17	60	68	70	83	68	80	67	79
	5	12	60	68	73	86	62-	72	64-	75
Pine Crest	3	21	61	70	68	80	69	82	68	80
	5	18	56-	61	62-	72	65-	76	61-	70
Poolesville	3	18	55	59	65	76	56	61	58	65
	5	15	63	73	74	87	71+	84	71+	84

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Table 18 (Continued)

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1983) or Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Potomac	3	16	69	82	78	91	78	91	78	91
	5	18	74	87	76-	89	78	91	78	91
Rock View	3	21	64	75	66	78	71	84	69	82
	5	19	62	72	70	83	63-	73	65-	76
Rolling Terrace	3	13	56	61	62	72	59	67	60	68
	5	14	49-	48	57-	63	65	76	57-	63
Rosemont	3	17	56	61	67	79	59	67	60	68
	5	15	59	67	69	82	60	68	62	72
Sherwood	3	10	60	68	64	75	62	72	63	73
	5	12	57-	63	65	76	60	68	61	70
Somerset	3	13	66	78	74	87	73	86	72	85
	5	10	62-	72	65-	76	56-	61	61-	70
South Lake	3	27	54	58	56	61	59	67	56	61
	5	27	61	70	70	83	66	78	67	79
Stedwick	3	18	61	70	68	80	73	86	70	83
	5	28	71	84	76	89	72	85	74	87
Strathmore	3	18	61	70	66	78	61	70	63	73
	5	16	59	67	70	83	68	80	67	79
Travilah	3	16	57	63	53	56	56	61	56	61
	5	18	63	73	67	79	66	78	69+	82
Twinbrook	3	42	50	50	56	61	50	50	51	52
	5	16	61	70	68	80	57	63	62	72

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Table 18 (Continued)

California Achievement Tests Nonlongitudinal Results for Students Tested in A School Only in Grade 3 (1983) or Grade 5 (1985)

School	Grade	Number Tested	Total Reading NCE Mean	Total Reading Percentile Rank of Mean	Total Language NCE Mean	Total Language Percentile Rank of Mean	Total Math NCE Mean	Total Math Percentile Rank of Mean	Total Battery NCE Mean	Total Battery Percentile Rank of Mean
Viers Mill	3	22	46	42	47	44	47	44	46	42
	5	22	53	56	62+	72	54	58	56	61
Washington Grove	3	27	58	65	74	87	64	75	65	76
	5	13	56	61	72-	85	62	72	62-	72
Watkins Mill	3	19	57	63	62	72	70	83	65	76
	5	29	56	61	61-	70	56-	61	57-	63
Wayside	3	16	71	84	71	84	77	90	75	88
	5	29	67-	79	74	87	74	87	73	86
Weller Road	3	15	62	72	66	78	64	75	63	73
	5	16	56-	61	68	80	68	80	65	76
Westover	3	14	66	78	74	87	71	84	72	85
	5	16	59-	67	73-	86	63-	73	64-	75
Wheaton Woods	3	23	54	58	61	70	62	72	59	67
	5	26	60	68	71	84	73	86	69	82
Whetstone	3	30	62	72	61	70	57	63	61	70
	5	27	57-	63	66	78	68	80	64	75
Wood Acres	3	16	71	84	77	90	84	95	81	93
	5	10	82	94	85	95	78-	91	84	95
Woodfield	3	15	68	80	75	88	71	84	73	86
	5	25	70	83	82	94	79	92	79	92
Wyngate	3	35	60	68	69	82	69	82	67	79
	5	16	78+	91	88+	96	84+	95	86+	96

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Table 19

Schools With Substantial Nonlongitudinal Trends in
Each of the Last Five Years - First Quarter

School	1981-82 No.	.R.L.M.T.	1982-83 No.	.R.L.M.T.	1983-84 No.	.R.L.M.T.	1984-85 No.	.R.L.M.T.	1985-86 No.	.R.L.M.T.
Bannockburn	11/10	- -	--		12/12	- - -	--		--	
Barnsley	12/31	+ + + +	15/19	+ + +	--		15/17	- - - -	14/19	- -
Bells Mill	--		--		12/28	+ + +	--		--	
Belmont	16/10	+	--		--		--		--	
Beverly Farms	15/14		--		--		--		16/27	+
Bradley Hills	--		14/14		--		23/22		19/11	
Brookhaven	--		10/13	+ + + +	16/17		--		--	
Burning Tree	10/44		12/34		--		--		11/41	+ + + +
Burtonsville	--		--		--		--		11/23	- - - -
Cashell	11/24	+ + + +	19/23	+	10/28		--		--	
Cold Spring	13/15		--		--		--		--	
Fallsmead	11/13	- -	10/12	- - -	--		12/16		--	
Farmland	--		--		--		25/21		19/12	- - - -
Flower Valley	12/55	+ -	--		--		13/18	- - - -	12/14	+ + +
Galway	--		--		10/14	+ + +	--		--	
Garrett Park	13/10	+ +	12/18	+	12/23	- -	19/15	+ + +	20/13	
Georgian Forest	16/27	-	15/21	+	12/14		13/11	- -	13/20	
Highland View	--		11/45	- - - -	--		14/30	- - - -	13/30	- - - -
Kemp Mill	--		--		12/32	- - - -	19/20	- - - -	--	
Lakewood	12/10	+ +	--		--		12/40	+ + +	--	
Luxmanor	--		--		--		12/12	- -	--	
Potomac	10/17		18/23	- -	--		11/14		16/18	-
Ritchie Park	13/12	+	11/16	- - -	--		14/15		--	
Somerset	--		--		11/15	- - - -	--		10/13	- - - -
Stedwick	13/36		25/21		17/22	+ + + +	35/26		18/28	
Wayside	10/10	+ + +	--		10/32	-	10/62	- - -	16/29	-
Westover	10/10	-	17/16		10/29		11/39		14/16	- - - -
Wood Acres	15/12	+ + +	--		--		15/24		16/10	-

No. - Number of students in nonlongitudinal groups
R - Reading
L - Language
M - Mathematics
T - Total Battery
\+ - Substantial increase
\- - Substantial decrease

Table 19 (cont.)

Schools With Substantial Nonlongitudinal Trends in Each of the Last Five Years - Second Quarter

School	1981-82 No.	.R.L.M.T.	1982-83 No.	.R.L.M.T.	1983-84 No.	.R.L.M.T.	1984-85 No.	.R.L.M.T.	1985-1986 No.	.R.L.M.T.
Ashburton	13/32	- - - -	24/23	- -	20/27	- -	17/15	- -	17/27	+
Beall	12/14	+ +	16/70	+ + + +	14/63	+	36/24	-	35/21	- - - -
Bel Pre	--		15/26	+ + + +	--		19/17	- -	19/11	-
Carderock Springs	11/16	- - - -	13/12	+ - +	--		--		--	
Cedar Grove	--		--		--		--		--	
Chevy Chase	16/26	-	29/31	+ + +	18/43	+	22/24		16/25	
Darnestown	--		--		--		--		15/19	+ -
DuFief	27/16		23/16		15/14	+ + + +	16/17	+ -	12/24	-
Forest Knolls	--		11/21		12/20	+ +	--		13/12	+
Greenwood	16/13	+	19/15		--		14/15	- - -	--	
Highland	29/21	- - - -	25/26		19/30	+ + +	24/21	-	26/16	- - - -
Oakland Terrace	12/12	- - - -	15/37		--		19/25		29/22	- -
Olney	17/13	-	15/10	-	19/14	+	15/11	+ + +	17/12	- -
Pine Crest	18/17	- - - -	20/19	- -	18/39	-	19/26		21/18	- - - -
Rock Creek Valley	12/16		58/61	+	15/16	- - -	11/12	+	--	
Rock View	10/11	- - - -	16/36		10/31	- - -	26/19	- - - -	21/19	- -
Seven Locks	--		--		--		--		--	
Stonegate	--		10/13	+	11/20	+	10/19		--	
Summit Hall	34/18		17/14		27/12	- -	19/18	- - -	--	
Washington Grove	--		24/21	+	18/28	+ + +	35/24	+ + + +	27/13	- -
Watkins Mill	20/21	+	18/21	+ + +	25/19	-	27/24	- - - -	19/29	- - -
Westbrook	--		--		--		--		--	
Woodfield	--		--		--		--		15/25	
Wyngate	14/14	- -	11/24	-	19/40		24/21		35/16	+ + + +

No. - Number of students in nonlongitudinal groups
R - Reading
L - Language
M - Mathematics
T - Total Battery
\+ - Substantial increase
\- - Substantial decrease

Table 19 (cont.)

Schools With Substantial Nonlongitudinal Trends in
Each of the Last Five Years - Third Quarter

School	1981-82 No.	.R.L.M.T.	1982-83 No.	.R.L.M.T.	1983-84 No.	.R.L.M.T.	1984-85 No.	.R.L.M.T.	1985-86 No.	.R.L.M.T.
Bethesda	--		14/30	- - -	11/33	-	21/16		21/19	
Brown Station	43/27		39/43	+ + +	35/34	+ + +	33/48		38/38	
Candlewood	18/15		23/29		16/21	-	17/24	+ + +	21/19	
Cannon Road	--		--		--		10/31	+ + + +	--	
Clarksburg	--		--		13/20	+ + + +	--		--	
Damascus	--		20/15	+ + +	19/14	- - -	--		--	
Diamond	24/13		16/23	-	16/20		26/26		25/34	
Fairland	15/27	- - -	16/28		10/34		21/24		20/26	+ +
Fields Road	30/13	+ +	20/18	+ + +	20/14	- -	23/30	+ + +	26/27	
Fox Chapel	21/28		20/33		18/43		27/67		61/42	- - - -
Gaithersburg	40/32	+ +	46/25	+	32/38		23/49	- - -	64/27	- - - -
Germantown	26/23		22/21	- - - -	15/35	-	19/29	-	27/24	
Harmony Hills	19/21	-	23/19	+ + +	15/25		18/18		32/22	-
Jackson Road	31/24	- - - -	16/24		16/23		11/24	- - -	17/18	+ +
Kensington-Park.	12/22	- -	20/27	+ + + +	19/25	+ + +	18/14	-	--	
Page	--		--		--		13/24	+ + +	--	
Rock Creek Forest	11/11		14/15	+ -	14/15	- - -	--		--	
Rolling Terrace	--		15/25	- - - -	10/23	- - - -	--		13/14	- - -
Rosemont	14/15	+	13/12	+ + + +	--		13/11		17/15	
Sherwood	10/18	+ +	--		17/10	+ + + +	--		10/12	-
Strathmore	24/12		23/15	- - -	--		16/29	- - -	18/16	
Weller Road	25/13	+ + +	21/24	+ +	20/28		26/20		15/16	-
Whetstone	24/33	- - - -	29/26		27/35		27/28	- - - -	30/27	-
Woodlin	--		43/12	+ + +	23/27		14/19		--	

No. - Number of students in nonlongitudinal groups
R - Reading
L - Language
M - Mathematics
T - Total Battery
+ - Substantial increase
- - Substantial decrease

Table 19 (cont.)

Schools With Substantial Nonlongitudinal Trends in Each of the Last Five Years - Fourth Quarter

School	1981-82					1982-83					1983-84					1984-85					1985-86				
	No.	R.	L.	M.	T.	No.	R.	L.	M.	T.	No.	R.	L.	M.	T.	No.	R.	L.	M.	T.	No.	R.	L.	M.	T.
Broad Acres	13/17	+	+	+	+	13/31					16/17					18/19	-			-	18/22	-	-		-
College Gardens	25/22			-		18/18					--					21/27			-		17/29	+			+
Cresthaven	--					--					--					15/15	-		-	-	16/34				
Glenallan	19/12		-			18/40	+	+	+	+	26/25					21/21					13/22			+	
Glen Haven	26/19	-	-	-	-	33/32					10/47	+	+	+	+	15/27					32/22				
Laytonsville	--					26/18					14/12	+		+		18/16					13/13	+	+	+	+
Maryvale	14/10	-	+			15/14					14/10	-		-	-	--					17/10		+		+
Meadow Hall	21/15	-	-	-	-	23/29		-			23/26					19/16					12/10				
Mill Creek Towne	12/12	-	-			19/31	-		-	-	16/27	-		-	-	27/27			-		22/39	+	+	+	+
Monocacy	--					--					--					--					--				
North Chevy Chase	16/17			-		--					19/21	-	-	-	-	--					12/28				
Oak View	14/52	+	+		+	15/23					16/46					13/18					17/14				
Poolesville	20/11	-		-	-	20/13		-			12/14					29/18		-			18/15			+	+
South Lake	29/20			-		29/39		-			22/29			-		36/37			-		27/27				
Travilah	16/13					--					13/14		+			23/16		-			16/18				+
Twinbrook	24/19	-				29/35		+	+	+	27/36		+			37/15		+			42/16				
Viers Mill	10/11	-		-	-	--					18/43					14/30		+	+	+	22/22		+		
Wheaton Woods	12/12	+	+		+	10/17	-	-		-	14/43					14/44					23/26				

No. - Number of students in nonlongitudinal groups
R - Reading
L - Language
M - Mathematics
T - Total Battery
\+ - Substantial increase
\- - Substantial decrease

Percentage of Students Tested

As indicated in the section dealing with countywide racial/ethnic group results, some students can be exempted from testing if the testing would result in invalid scores. In that section the ESOL exemption criteria were cited. Another group that can be exempted consists of handicapped students receiving or recommended to receive special education services. If a school has a large group of students who qualify for exemption, the school data reported in previous sections may not present a totally accurate picture of the overall achievement level in the school.

Tables 20-23 present information that can be used to determine the extent of exemptions in each school. Shown in that table are the official September 30 enrollment, the number of students who took all subtests, and the percentage of the official enrollment that took all subtests.

A few precautions should be kept in mind when reviewing these data. The enrollment figures were computed about three weeks before testing began. Thus, it may not represent the exact enrollment at the time of testing. This is why some schools have more than 100 percent tested. This difference in dates could also mean that schools which are shown with slightly less than 100 percent tested did test all students who were in school at testing time. Also note that to be counted as taking the test a student had to take all subtests. In a few cases students took some subtests but were unable to complete the entire battery.

Table 20

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1985 by School

Grade 3

School	September 30, 1985 Enrollment	Number Taking Entire Test Between 10/21/85 and 11/22/85	Percentage of 9/30/85 Enrollment Taking Entire Test
Ashburton	42	36	86
Bannockburn	37	37	100
Barnsley	60	60	100
Beall	69	64	93
Bells Mill	53	53	100
Belmont	54	55	102
Bel Pre	56	53	95
Bethesda	65	59	91
Beverly Farms	87	84	97
Bradley Hills	38	35	92
Broad Acres	61	26	43
Brookhaven	52	50	96
Brown Station	115	94	82
Burning Tree	57	50	88
Burtonsville	72	70	97
Candlewood	80	79	99
Cannon Road	52	50	96
Carderock Springs	40	42	105
Cashell	71	71	100
Cedar Grove	47	46	98
Chevy Chase	65	58	89
Clarksburg	53	53	100
Cold Spring	44	45	102
College Gardens	89	81	91
Cresthaven	64	58	91
Damascus	59	60	102
Darnestown	79	76	96
Diamond	92	89	97
DuFief	74	75	101
E. Silver Spring	66	53	80
Fairland	90	91	101
Fallsmead	43	43	100
Farmland	85	71	84
Fields Road	64	63	98
Flower Hill	71	64	90
Flower Valley	41	40	98

CAT6.tbl

Table 20 (cont.)

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1985 by School

Grade 3

School	September 30, 1985 Enrollment	Number Taking Entire Test Between 10/21/85 and 11/22/85	Percentage of 9/30/85 Enrollment Taking Entire Test
Forest Knolls	46	44	96
Fox Chapel	73	72	99
Gaithersburg	82	81	99
Galway	52	53	102
Garrett Park	55	50	91
Georgian Forest	42	38	90
Germantown	92	84	91
Glen Haven	58	58	100
Glenallan	58	52	90
Greenwood	72	70	97
Harmony Hills	48	44	92
Highland	69	66	96
Highland View	46	44	96
Jackson Road	57	56	98
Kemp Mill	69	53	77
Kensington-Parkwood	32	30	94
Lake Seneca	116	113	97
Lakewood	76	73	96
Laytonsville	80	73	91
Luxmanor	42	42	100
Maryvale	35	36	103
Meadow Hall	41	37	90
Mill Creek Towne	89	89	100
Monocacy	25	24	96
New Hampshire Estates	45	38	84
N. Chevy Chase	69	60	87
Oak View	57	50	88
Oakland Terrace	96	96	100
Olney	58	60	103
William T. Page	53	53	100
Pine Crest	78	64	82
Poolesville	73	70	96
Potomac	48	47	98
Ritchie Park	58	55	95
Rock Creek Forest	36	35	97
Rock Creek Valley	36	36	100

CAT6.tbl

Table 20 (cont.)

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1985 by School

Grade 3

School	September 30, 1985 Enrollment	Number Taking Entire Test Between 10/21/85 and 11/22/85	Percentage of 9/30/85 Enrollment Taking Entire Test
Rock View	52	47	90
Rolling Terrace	47	31	66
Rosemont	50	45	90
Seven Locks	35	33	94
Sherwood	54	55	102
Somerset	31	27	87
South Lake	66	62	94
Stedwick	104	100	96
Stonegate	42	41	98
Strathmore	42	39	93
Summit Hall	54	50	93
Takoma Park	98	87	89
Travilah	58	58	100
Twinbrook	73	67	92
Viers Mill	64	56	88
Washington Grove	66	65	98
Watkins Mill	68	66	97
Wayside	74	72	97
Weller Road	68	62	91
Westbrook	33	31	94
Westover	61	60	98
Wheaton Woods	77	75	97
Whetstone	91	91	100
Wood Acres	63	61	97
Woodfield	67	67	100
Woodlin	57	53	93
Wyngate	63	59	94

CAT6.tbl

Table 21

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1985 by School

Grade 5

School	September 30, 1985 Enrollment	Number Taking Entire Test Between 10/21/85 and 11/22/85	Percentage of 9/30/85 Enrollment Taking Entire Test
Ashburton	53	48	91
Bannockburn	34	32	94
Barnsley	64	65	102
Beall	77	71	92
Bells Mill	42	42	100
Belmont	61	61	100
Bel Pre	48	45	94
Bethesda	53	48	91
Beverly Farms	93	91	98
Bradley Hills	49	43	88
Broad Acres	40	37	93
Brookhaven	51	45	88
Brown Station	103	96	93
Burning Tree	77	73	95
Burtonsville	76	72	95
Candlewood	58	55	95
Cannon Road	68	70	103
Carderock Springs	49	52	106
Cashell	80	81	101
Cedar Grove	42	41	98
Chevy Chase	76	68	89
Clarksburg	34	34	100
Cold Spring	52	52	100
College Gardens	67	63	94
Cresthaven	73	70	96
Damascus	71	70	99
Darnestown	61	62	102
Diamond	98	94	96
DuFief	61	62	102
Fairland	69	68	99
Fallsmead	60	59	98
Farmland	77	48	62
Fields Road	51	52	102
Flower Hill	64	67	105
Flower Valley	45	43	96
Forest Knolls	34	33	97

CAT6.tbl

Table 21 (cont.)

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1985 by School

Grade 5

School	September 30, 1985 Enrollment	Number Taking Entire Test Between 10/21/85 and 11/22/85	Percentage of 9/30/85 Enrollment Taking Entire Test
Fox Chapel	71	71	100
Gaithersburg	75	68	91
Galway	48	48	100
Garrett Park	58	53	91
Georgian Forest	49	45	92
Germantown	75	71	95
Glen Haven	50	50	100
Glenallan	52	49	94
Greenwood	60	60	100
Harmony Hills	45	42	93
Highland	67	63	94
Highland View	67	53	79
Jackson Road	64	60	94
Kemp Mill	68	64	94
Kensington-Parkwood	33	31	94
Lake Seneca	91	89	98
Lakewood	76	76	100
Laytonsville	66	62	94
Luxmanor	45	45	100
Maryvale	28	28	100
Meadow Hall	38	37	97
Mill Creek Towne	111	109	98
Monocacy	26	25	96
N. Chevy Chase	82	75	91
Oak View	44	44	100
Oakland Terrace	83	84	101
Olney	51	50	98
William T. Page	56	55	98
Pine Crest	73	59	81
Piney Branch	163	128	79
Poolesville	77	73	95
Potomac	41	42	102
Ritchie Park	71	69	97
Rock Creek Forest	28	26	93
Rock Creek Valley	36	37	103
Rock View	56	55	98

CAT6.tbl

Table 21 (cont.)

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1985 by School

Grade 5

School	September 30, 1985 Enrollment	Number Taking Entire Test Between 10/21/85 and 11/22/85	Percentage of 9/30/85 Enrollment Taking Entire Test
Rolling Terrace	45	36	80
Rosemont	32	30	94
Seven Locks	20	20	100
Sherwood	45	45	100
Somerset	37	31	84
South Lake	61	60	98
Stedwick	73	71	97
Stonegate	38	39	103
Strathmore	43	38	88
Summit Hall	32	29	91
Travilah	53	51	96
Twinbrook	55	53	96
Viers Mill	74	69	93
Washington Grove	45	45	100
Watkins Mill	55	54	98
Wayside	81	80	99
Weller Road	60	59	98
Westbrook	30	27	90
Westover	62	61	98
Wheaton Woods	81	78	96
Whetstone	80	75	94
Wood Acres	62	62	100
Woodfield	77	74	96
Woodlin	54	47	87
Wyngate	63	61	97

CAT6.tbl

Table 22

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1985 by School

Grade 8

School	September 30, 1985 Enrollment	Number Taking Entire Test Between 10/21/85 and 11/22/85	Percentage of 9/30/85 Enrollment Taking Entire Test
Baker	253	246	97
Banneker	304	299	98
Cabin John	180	175	97
Eastern	223	192	86
Farquhar	270	267	99
Frost	382	379	99
Gaithersburg	295	272	92
Hoover	210	209	100
King	288	287	100
Lee	331	326	98
Montgomery Village	260	252	97
Parkland	340	325	96
Poolesville	101	95	94
Pyle	346	342	99
Redland	294	290	99
Ridgeview	303	289	95
Sligo	320	311	97
Takoma Park	215	206	96
Tilden	388	361	93
Julius West	227	221	97
Westland	325	318	98
White Oak	392	385	98
Wood	290	287	99

CAT6.tbl

Table 23

Number and Percentage of Students Who Took the Entire California Achievement Tests, Fall 1985 by School

Grade 11

School	September 30, 1985 Enrollment	Number Taking Entire Test Between 10/21/85 and 11/22/85	Percentage of 9/30/85 Enrollment Taking Entire Test
Bethesda-Chevy Chase	417	369	88
Montgomery Blair	463	356	77
Churchill	584	516	88
Damascus	267	245	92
Einstein	379	302	80
Gaithersburg	675	535	79
Walter Johnson	233	216	93
Kennedy	417	357	86
Magruder	330	318	96
Richard Montgomery	273	215	79
Paint Branch	384	337	88
Poolesville	94	90	96
Rockville	472	443	94
Seneca Valley	594	520	88
Sherwood	357	338	95
Springbrook	502	451	90
Wheaton	426	334	78
Whitman	526	500	95
Woodward	255	230	90
Wootton	473	454	96

CAT6.tbl

APPENDIX A

DATA TABLES

Table A1

Number (N) and Percentage (%) of MCPS Students Scoring at or Above the National Norm Average (50th Percentile) on the California Achievement Tests, Fall 1985

	GRADE							
	3		5		8		11	
	N	%	N	%	N	%	N	%
TOTAL BATTERY	4795	84	4707	86	5372	85	5602	79
TOTAL READING	4557	79	4483	81	5191	81	5649	77
TOTAL LANGUAGE	4930	85	4842	88	5226	82	5542	75
TOTAL MATH	4979	86	4677	85	5564	87	5787	80

CAT1.tbl

Table A2

MCPS Results on the California Achievement Tests
1980-1985

(Scores reported are Normal Curve Equivalent (NCE) means,
Scale Score (SS) means and the Percentile Rank (Percentile Rank)
of the Scale Score means.)

		TOTAL BATTERY			Phonic Analysis			Structural Analysis			Reading Vocabulary			Reading Comprehension			TOTAL READING			Spelling		
Grade/Year	No. Tested	NCE Mean	SS Mean	Per Rank	NCE Mean	SS Mean	Per. Rank	NCE Mean	SS Mean	Per. Rank	NCE Mean	SS Mean	Per. Rank	NCE Mean	SS Mean	Per. Rank	NCE Mean	SS Mean	Per. Rank	NCE Mean	SS Mean	Per. Rank
3 - 1985	5740	71	417	86	58	407	67	66	425	79	63	423	75	64	440	75	65	419	77	63	468	74
1984	5085	70	414	85	58	406	66	66	423	78	63	423	75	64	439	75	65	419	77	63	466	73
1983	5275	68	411	83	58	406	66	64	419	76	62	420	73	63	435	72	64	415	75	61	461	71
1982	5247	67	408	81	57	404	65	63	416	74	62	419	72	63	435	72	63	414	74	61	459	70
1981	5197	65	405	79	57	403	64	62	413	73	62	419	72	62	433	71	62	411	72	60	458	69
1980	5616	64	403	77	56	401	63	61	410	71	61	417	71	61	431	70	61	409	71	60	458	69
5 - 1985	5504	72	507	87	-	-	-	-	-	-	66	504	79	66	522	78	66	509	81	64	552	76
1984	5532	72	506	87	-	-	-	-	-	-	66	504	79	65	521	78	66	508	80	64	550	75
1983	5501	70	501	84	-	-	-	-	-	-	65	501	77	65	520	77	66	506	79	62	545	73
1982	5724	68	495	81	-	-	-	-	-	-	64	499	76	64	516	75	64	502	77	61	541	71
1981	6524	67	493	80	-	-	-	-	-	-	64	499	76	64	515	75	64	502	77	60	538	70
1980	7214	67	492	79	-	-	-	-	-	-	64	499	76	63	514	74	64	502	77	60	537	69
8 - 1985	6342	70	611	84	-	-	-	-	-	-	65	594	78	66	609	78	67	603	79	61	613	71
1984	6912	68	606	82	-	-	-	-	-	-	64	589	75	66	607	78	66	600	78	60	610	69
1983	7119	67	603	81	-	-	-	-	-	-	64	589	75	65	606	77	66	599	78	60	607	68
1982	7587	67	600	79	-	-	-	-	-	-	64	590	76	65	604	76	65	598	77	59	603	66
1981	7234	66	599	79	-	-	-	-	-	-	64	591	76	65	604	76	65	599	78	58	601	66
1980	7314	65	596	78	-	-	-	-	-	-	64	588	75	64	601	75	65	596	76	57	598	64
11 - 1985	7132	67	683	80	-	-	-	-	-	-	65	677	76	65	670	76	66	676	77	59	660	67
1984	7028	66	680	79	-	-	-	-	-	-	64	674	75	64	668	75	65	673	76	58	655	65
1983	7150	65	678	78	-	-	-	-	-	-	64	670	74	64	667	75	64	671	75	58	654	65
1982	7142	64	675	76	-	-	-	-	-	-	62	669	72	62	664	72	63	669	73	58	653	65
1981	7350	64	674	75	-	-	-	-	-	-	62	667	71	62	664	72	63	668	73	57	651	64
1980	7951	63	671	74	-	-	-	-	-	-	61	666	71	62	662	71	62	666	72	57	651	64

Table A2 (cont.)

MCPS Results on the California Achievement Tests
1980-1985

(Scores reported are Normal Curve Equivalent (NCE) means,
Scale Score (SS) means and the Percentile Rank (Percentile Rank)
of the Scale Score means.)

		Language Mechanics			Language Expression			TOTAL LANGUAGE			Math Computation			Math Concepts & Application			TOTAL MATH			Reference Skills		
Grade/Year	No. Tested	NCE Mean	SS Mean	Per Rank	NCE Mean	SS Mean	Per. Rank	NCE Mean	SS Mean	Per. Rank	NCE Mean	SS Mean	Per. Rank	NCE Mean	SS Mean	Per. Rank	NCE Mean	SS Mean	Per. Rank	NCE Mean	SS Mean	Per. Rank
3 - 1985	5740	74	505	88	65	474	77	72	486	87	72	380	87	68	428	82	72	404	86	-	-	-
1984	5085	73	503	87	65	472	76	71	484	86	71	376	85	67	426	80	70	402	84	-	-	-
1983	5275	71	497	84	64	469	75	69	478	84	69	373	83	66	423	78	69	399	82	-	-	-
1982	5247	69	491	81	63	468	74	68	473	82	66	368	79	65	421	77	67	396	80	-	-	-
1981	5197	67	488	80	62	466	73	66	470	81	65	365	77	63	417	74	65	393	77	-	-	-
1980	5616	66	485	78	62	464	72	65	467	79	63	361	74	63	417	74	64	391	76	-	-	-
5 - 1985	5504	74	575	87	70	557	85	74	566	90	69	484	82	71	507	86	71	495	86	69	539	83
1984	5532	73	574	87	70	556	85	74	564	89	69	486	83	71	507	86	72	496	86	69	538	82
1983	5501	70	564	83	69	551	83	71	556	85	67	480	80	69	501	83	69	490	83	68	534	81
1982	5724	67	557	80	67	547	82	69	548	83	65	473	76	67	496	80	67	484	79	67	531	80
1981	6524	67	554	79	66	544	80	68	546	82	64	470	74	66	493	78	66	481	77	66	530	79
1980	7214	66	553	78	66	542	80	68	544	81	62	467	72	66	493	78	65	480	76	65	527	78
8 - 1985	6342	69	635	83	64	603	76	68	617	81	69	623	82	71	615	85	71	618	85	67	606	79
1984	6912	67	627	81	64	600	75	66	612	79	67	616	79	69	609	83	69	612	83	66	604	79
1983	7119	66	624	79	63	598	74	65	609	78	65	611	78	68	606	82	68	607	81	65	600	77
1982	7587	66	621	78	63	599	75	65	609	78	64	606	76	68	603	81	67	603	79	65	599	77
1981	7234	65	620	78	63	599	75	65	609	78	64	605	75	67	600	80	66	601	79	65	598	76
1980	7314	65	620	78	63	598	74	65	608	78	61	596	72	67	599	79	65	596	76	64	595	75
11 - 1985	7132	64	663	74	63	663	74	64	669	76	64	674	75	66	683	79	66	682	78	65	670	76
1984	7028	64	663	74	63	663	74	64	669	76	63	669	73	66	680	78	65	678	77	65	671	76
1983	7150	63	661	74	63	664	75	64	669	76	62	666	72	66	679	77	65	676	76	65	668	75
1982	7142	62	660	72	62	662	72	63	667	73	61	662	70	64	674	74	63	671	74	62	667	72
1981	7350	62	660	72	62	663	72	63	667	73	61	661	70	64	673	74	63	670	73	62	665	72
1980	7951	61	656	70	61	660	71	62	663	72	60	658	69	63	671	73	62	667	72	62	665	72

Table A3

Percentage of Student Scores That May Have Been Influenced by the Ceiling Effect* on the California Achievement Test, Fall 1985

	GRADE			
	3	5	8	11
TOTAL BATTERY	**	**	**	**
Phonic Analysis	35	-	-	-
Structural Analysis	63	-	-	-
Reading Vocabulary	60	30	16	28
Reading Comprehension	45	18	**	22
TOTAL READING	18	13	**	17
Spelling	31	23	13	14
Language Mechanics	50	29	29	23
Language Expression	43	32	12	18
TOTAL LANGUAGE	32	**	**	**
Math Computation	**	**	25	27
Math Concepts and Applications	13	**	**	25
TOTAL MATH	**	**	**	18
Reference Skills	-	55	34	48

*Students scoring within 2 Standard Error of Measurement of the maximum score. This is a reasonable range for possible score change due to careless error. These could be students who may have failed to achieve the maximum score because of careless errors.

**There is no ceiling effect for these subtests and totals because it is possible to score at the 99th percentile even if the student is 1 Standard Error of Measurement below the maximum score.

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Table A4
Longitudinal Results on the California Achievement Tests
For Students Tested in Grade 3 (1983) and Grade 5 (1985), by Race

		ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	GRADE	NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	3	76	89	59	67	61	70	72	85	70	83
	5	81	93	59	67	66	78	75	88	73	86
Reading Vocabulary	3	64	75	54	58	54	58	66	78	64	75
	5	69	82	56	61	58	65	69	82	67	79
Reading Comprehension	3	64	75	55	59	57	63	66	78	64	75
	5	70	83	56	61	60	68	68	80	67	79
Total Reading	3	67	79	55	59	57	63	67	79	65	76
	5	70	83	56	61	59	67	69	82	67	79
Spelling	3	70	83	59	67	57	63	63	73	63	73
	5	83	86	58	65	62	72	65	76	65	76
Language Mechanics	3	77	90	63	73	67	79	74	87	73	86
	5	83	94	63	73	69	82	76	89	75	88
Language Expression	3	65	76	57	63	58	65	67	79	65	76
	5	74	87	59	67	64	75	74	87	71	84
Total Language	3	74	87	61	70	63	73	73	86	71	84
	5	81	93	62	72	68	80	78	91	76	89
Math Computation	3	81	93	60	68	64	75	71	84	70	83
	5	81	93	59	67	65	76	70	83	70	83
Math Concepts and Applications	3	71	84	56	61	60	68	69	82	67	79
	5	80	92	58	65	65	76	74	87	72	85
Total Math	3	79	92	59	67	63	73	72	85	71	84
	5	83	94	59	67	66	78	74	87	73	86
Number Tested (Total Battery)	3	416		549		153		3153		4277	
	5	416		549		153		3153		4277	

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Table A5
Longitudinal Results on the California Achievement Tests
For Students Tested in Grade 5 (1982) and Grade 8 (1985), by Race

	GRADE	ASIAN NCE	ASIAN PR	BLACK NCE	BLACK PR	HISPANIC NCE	HISPANIC PR	WHITE NCE	WHITE PR	TOTAL NCE	TOTAL PR
TOTAL BATTERY	5	73	86	55	59	58	65	72	85	70	83
	8	78	91	58	65	62	72	73	86	71	84
Reading Vocabulary	5	62	72	54	58	54	58	68	80	65	76
	8	69	82	55	59	57	63	69	82	67	79
Reading Comprehension	5	65	76	53	56	54	58	67	79	65	76
	8	71	84	56	61	60	68	70	83	68	80
Total Reading	5	64	75	54	58	54	58	68	80	66	78
	8	71	84	56	61	59	67	70	83	68	80
Spelling	5	70	83	57	63	56	61	63	73	62	72
	8	70	83	57	63	57	63	63	73	62	72
Language Mechanics	5	73	86	58	65	59	67	71	84	69	82
	8	76	89	60	68	65	76	73	86	71	84
Language Expression	5	68	80	56	61	58	65	71	84	68	80
	8	68	80	56	61	58	65	67	79	66	78
Total Language	5	72	85	57	63	59	67	73	86	71	84
	8	73	86	58	65	62	72	71	84	69	82
Math Computation	5	76	89	55	59	60	68	68	80	66	78
	8	80	92	58	65	63	73	71	84	70	83
Math Concepts and Applications	5	73	86	53	56	58	65	71	84	68	80
	8	80	92	60	68	66	78	75	88	73	86
Total Math	5	76	89	54	58	60	68	71	84	69	82
	8	81	93	59	67	65	76	74	87	72	85
Reference Skills	5	71	84	58	65	60	68	70	83	68	80
	8	73	86	58	65	62	72	70	83	68	80
Number Tested (Total Battery)	5	382		562		155		3343		4447	
	8	382		562		155		3343		4447	

Table A6
Longitudinal Results on the California Achievement Tests
For Students Tested in Grade 8 (1982) and Grade 11 (1985), by Race

		ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	GRADE	NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	8	72	85	54	58	59	67	71	84	69	82
	11	74	87	52	54	58	65	70	83	68	80
Reading Vocabulary	8	63	73	51	52	56	61	69	82	66	78
	11	68	80	51	52	59	67	69	82	66	78
Reading Comprehension	8	66	78	54	58	58	65	69	82	67	79
	11	68	80	51	52	57	63	68	80	66	78
Total Reading	8	65	76	53	56	58	65	70	83	67	79
	11	69	82	51	52	58	65	69	82	67	79
Spelling	8	65	76	53	56	52	54	61	70	60	68
	11	69	82	52	54	55	59	61	70	60	68
Language Mechanics	8	71	84	55	59	59	67	70	83	68	80
	11	71	84	52	54	59	67	67	79	65	76
Language Expression	8	63	73	53	56	56	61	68	80	65	76
	11	67	79	51	52	56	61	67	79	65	76
Total Language	8	68	80	54	58	58	65	70	83	68	80
	11	70	83	51	52	58	65	68	80	66	78
Math Computation	8	77	90	54	58	60	68	68	80	67	79
	11	74	87	53	56	57	63	66	78	65	76
Math Concepts and Applications	8	75	88	55	59	61	70	72	85	70	83
	11	77	90	52	54	58	65	69	82	68	80
Total Math	8	77	90	55	59	61	70	71	84	69	82
	11	77	90	53	56	58	65	69	82	67	79
Reference Skills	8	69	82	56	61	59	67	68	80	67	79
	11	70	83	54	58	58	65	69	82	67	79
Number Tested (Total Battery)	8	393		580		157		4296		5438	
	11	393		580		157		4296		5438	

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Table A7
Nonlongitudinal Results on the California Achievement Tests
For Students Tested Only in Grade 3 (1983) or Grade 5 (1985), by Race

		ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	GRADE	NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	3	66	78	46	42	49	48	64	75	60	68
	5	71	84	56	61	58	65	71	84	67	79
Reading Vocabulary	3	55	59	42	35	45	41	60	68	56	61
	5	57	63	53	56	50	50	67	79	62	72
Reading Comprehension	3	55	59	45	41	47	44	60	68	56	61
	5	61	70	53	56	53	56	67	79	62	72
Total Reading	3	57	63	44	39	46	42	60	68	56	61
	5	60	68	53	56	52	54	67	79	63	73
Spelling	3	62	72	49	48	47	44	57	63	55	59
	5	64	75	57	63	57	63	62	72	61	70
Language Mechanics	3	70	83	52	54	57	63	68	80	65	76
	5	73	86	58	65	65	76	73	86	70	83
Language Expression	3	57	63	46	42	42	35	60	68	56	61
	5	65	76	56	61	57	63	71	84	66	78
Total Language	3	65	76	49	48	49	48	66	78	62	72
	5	70	83	58	65	61	70	74	87	70	83
Math Computation	3	73	86	48	46	56	61	64	75	62	72
	5	78	91	57	63	60	68	66	78	66	78
Math Concepts and Applications	3	63	73	46	42	50	50	62	72	59	67
	5	72	85	53	56	59	67	70	83	66	78
Total Math	3	71	84	47	44	53	56	64	75	61	70
	5	76	89	56	61	60	68	69	82	67	79
Number Tested (Total Battery)	3	86		173		54		668		982	
	5	159		227		85		731		1204	

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Table A8
Nonlongitudinal Results on the California Achievement Tests
For Students Tested Only in Grade 5 (1982) or Grade 8 (1985), by Race

		ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	GRADE	NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	5	70	83	49	48	55	59	65	76	62	72
	8	66	78	54	58	55	59	69	82	65	76
Reading Vocabulary	5	56	61	48	46	51	52	64	75	60	68
	8	55	59	53	56	52	54	66	78	61	70
Reading Comprehension	5	62	72	47	44	53	56	63	73	60	68
	8	57	63	53	56	53	56	67	79	62	72
Total Reading	5	60	68	47	44	53	56	64	75	60	68
	8	57	63	53	56	53	56	67	79	62	72
Spelling	5	66	78	49	48	54	58	58	65	57	63
	8	58	65	54	58	52	54	59	67	58	65
Language Mechanics	5	72	85	51	52	57	63	65	76	63	73
	8	65	76	56	61	56	61	68	80	65	76
Language Expression	5	64	75	51	52	52	54	65	76	62	72
	8	56	61	53	56	51	52	66	78	61	70
Total Language	5	69	82	51	52	55	59	67	79	64	75
	8	61	70	54	58	54	58	68	80	64	75
Math Computation	5	75	88	51	52	57	63	60	68	59	67
	8	77	90	55	59	57	63	66	78	65	76
Math Concepts and Applications	5	71	84	49	48	55	59	64	75	62	72
	8	71	84	55	59	58	65	70	83	66	78
Total Math	5	75	88	50	50	56	61	63	73	61	70
	8	75	88	55	59	58	65	69	82	66	78
Reference Skills	5	65	76	52	54	60	68	65	76	63	73
	8	62	72	55	59	56	61	67	79	63	73
Number Tested (Total Battery)	5	64		180		63		837		1145	
	8	233		340		127		1096		1797	

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Table A9
Nonlongitudinal Results on the California Achievement Tests
For Students Tested Only in Grade 8 (1982) or Grade 11 (1985), by Race

		ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	GRADE	NCE	PR	NCE	PR	NCE	PR	NCE	PR	NCE	PR
TOTAL BATTERY	8	61	70	45	41	52	54	63	73	59	67
	11	59	67	51	52	52	54	66	78	62	72
Reading Vocabulary	8	51	52	44	39	50	50	63	73	58	65
	11	49	48	50	50	54	58	67	79	61	70
Reading Comprehension	8	52	54	46	42	51	52	62	72	59	67
	11	50	50	48	46	47	44	66	78	60	68
Total Reading	8	51	52	45	41	51	52	63	73	59	67
	11	50	50	49	48	50	50	67	79	61	70
Spelling	8	54	58	48	46	47	44	55	59	53	56
	11	54	58	52	54	50	50	59	67	56	61
Language Mechanics	8	58	65	46	42	53	56	62	72	59	67
	11	55	59	49	48	50	50	63	73	59	67
Language Expression	8	54	58	44	39	50	50	60	68	57	63
	11	48	46	49	48	45	41	64	75	58	65
Total Language	8	56	61	44	39	51	52	62	72	58	65
	11	51	52	49	48	48	46	64	75	59	67
Math Computation	8	74	87	46	42	55	59	59	67	57	63
	11	68	80	51	52	51	52	62	72	60	68
Math Concepts and Applications	8	68	80	47	44	54	58	64	75	61	70
	11	69	82	51	52	55	59	66	78	63	73
Total Math	8	71	84	46	42	55	59	62	72	60	68
	11	70	83	51	52	53	56	65	76	62	72
Reference Skills	8	60	68	47	44	53	56	61	70	59	67
	11	56	61	52	54	50	50	64	75	60	68
Number Tested (Total Battery)	8	112		323		101		1428		1968	
	11	187		272		114		1080		1659	

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Table A10

Longitudinal Results on the California Achievement Tests for Members of the MCPS 1985-86 Eighth Grade*

		N	GRADE 3 (1980)	GRADE 5 (1982)	GRADE 8 (1985)
County	3-5-8	3702	67	71	72
	3-5	517	58	62	
	5-8	745		64	67
	8	1797			65
Asian	3-5-8	263	70	77	80
	3-5	15	67	73	
	5-8	119		65	72
	8	233			66
Black	3-5-8	422	53	56	59
	3-5	77	43	47	
	5-8	140		52	56
	8	340			54
Hispanic	3-5-8	97	57	61	64
	3-5	15	53	55	
	5-8	58		54	59
	8	127			55
White	3-5-8	2916	69	73	74
	3-5	409	61	64	
	5-8	427		68	70
	8	1096			69

*Students were grouped by the grades in which they were tested with no overlap. That is, the group of students tested in Grades 3, 5, and 8 does not include those tested only in 5 and 8, or 8 alone. Data are shown for students who left this class after 5th grade testing to help demonstrate the higher performance of students who remain in MCPS longer.

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Table A11

Performance of Students on California Achievement Tests
as a Function of the Number of Years in MCPS
Fall,1985
by Race

Grade 3

Yrs in MCPS	Asian Number Tested	Asian NCE Mean	Black Number Tested	Black NCE Mean	Hispanic Number Tested	Hispanic NCE Mean	White Number Tested	White NCE Mean	Total Number Tested	Total NCE Mean
0	35	74	98	59	20	60	303	74	457	70
1	71	74	101	57	36	62	346	75	554	71
2	92	83	130	64	55	61	544	77	824	75
3	253	79	265	60	78	66	2388	76	2988	75
Total	451		594		189		3581		4823	

Grade 5

Yrs in MCPS	Asian Number Tested	Asian NCE Mean	Black Number Tested	Black NCE Mean	Hispanic Number Tested	Hispanic NCE Mean	White Number Tested	White NCE Mean	Total Number Tested	Total NCE Mean
0	36	73	78	55	16	57	229	74	361	69
1	46	78	83	60	20	64	291	73	440	71
2	58	77	81	57	27	64	274	72	441	69
3	56	80	73	62	23	62	216	74	368	72
4	79	81	84	67	27	63	328	78	518	76
5+	302	78	381	56	126	64	2562	74	3376	72
Total	577		780		239		3900		5504	

Table A11 (Cont.)

Performance of Students on California Achievement Tests
as a Function of the Number of Years in MCPS
Fall,1985
by Race

Grade 8

Yrs in MCPS	Asian Number Tested	Asian NCE Mean	Black Number Tested	Black NCE Mean	Hispanic Number Tested	Hispanic NCE Mean	White Number Tested	White NCE Mean	Total Number Tested	Total NCE Mean
0	38	69	73	50	23	58	224	69	358	64
1	64	65	98	58	29	51	348	73	539	68
2	59	66	73	56	30	60	243	70	406	66
3	55	72	64	55	27	52	200	70	347	66
4	38	71	67	55	29	54	191	72	325	67
5+	371	77	542	58	148	63	3299	73	4364	71
Total	625		917		286		4505		6339	

Grade 11

Yrs in MCPS	Asian Number Tested	Asian NCE Mean	Black Number Tested	Black NCE Mean	Hispanic Number Tested	Hispanic NCE Mean	White Number Tested	White NCE Mean	Total Number Tested	Total NCE Mean
0	27	65	65	53	24	50	213	66	331	63
1	54	59	80	49	29	56	287	68	451	63
2	62	60	74	54	38	53	378	68	555	64
3	39	61	53	52	14	53	181	70	287	64
4	42	64	62	48	30	56	200	69	334	63
5+	357	74	520	52	138	57	4146	70	5173	68
Total	581		854		273		5405		7131	

California Achievement Tests Results
for MCPS Asian Students
1980-1985

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1985	523	77	90	61	70	70	83	63	73	64	75	67	79	71	84
1984	467	75	88	60	68	68	80	63	73	63	73	66	78	70	83
1983	490	74	87	61	70	67	79	62	72	62	72	65	76	69	82
1982	423	73	86	59	67	66	78	61	70	61	70	64	75	69	82
1981	368	73	86	60	68	66	78	62	72	62	72	65	76	68	80
1980	320	71	84	60	68	65	76	63	73	63	73	65	76	68	80
5 - 1985	577	78	91	-	-	-	-	66	78	68	80	67	79	71	84
1984	544	78	91	-	-	-	-	66	78	67	79	67	79	69	82
1983	475	75	88	-	-	-	-	63	73	66	78	65	76	68	80
1982	448	72	85	-	-	-	-	62	72	64	75	64	75	66	78
1981	459	74	87	-	-	-	-	64	75	66	78	66	78	67	79
1980	358	73	86	-	-	-	-	66	78	64	75	65	76	67	79
8 - 1985	625	73	86	-	-	-	-	64	75	66	78	66	78	66	78
1984	643	72	85	-	-	-	-	63	73	66	78	65	76	66	78
1983	529	69	82	-	-	-	-	60	68	63	73	62	72	62	72
1982	505	70	83	-	-	-	-	60	68	63	73	62	72	63	73
1981	387	71	84	-	-	-	-	64	75	66	78	66	78	65	76
1980	359	73	86	-	-	-	-	65	76	67	79	67	79	65	76
11 - 1985	581	69	82	-	-	-	-	62	72	62	72	63	73	64	75
1984	510	67	79	-	-	-	-	60	68	59	57	60	68	61	70
1983	508	68	80	-	-	-	-	61	70	61	70	61	70	61	70
1982	388	67	79	-	-	-	-	57	63	59	67	59	67	61	70
1981	353	66	78	-	-	-	-	57	63	59	67	58	65	61	70
1980	338	66	78	-	-	-	-	58	65	59	67	59	67	63	73

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Table A12 (cont.)

California Achievement Tests Results
for MCPS Asian Students
1980-1985

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1985	523	77	90	65	76	74	87	83	94	73	86	80	92	-	-
1984	467	77	90	64	75	73	86	80	92	71	84	78	91	-	-
1983	490	76	89	64	75	72	85	79	92	70	83	77	90	-	-
1982	423	73	86	63	73	70	83	77	90	69	82	75	88	-	-
1981	368	73	86	62	72	69	82	77	90	69	82	75	88	-	-
1980	320	72	85	64	75	70	83	73	86	68	80	72	85	-	-
5 - 1985	577	80	92	71	84	78	91	80	92	78	92	81	93	74	87
1984	544	79	92	71	84	77	90	81	93	78	91	82	94	73	86
1983	475	76	89	68	80	74	87	80	92	76	89	79	92	72	85
1982	448	73	86	67	79	71	84	76	89	72	85	76	89	70	83
1981	459	73	86	69	82	73	86	75	88	73	86	76	89	72	85
1980	358	73	86	67	79	71	84	74	87	72	85	75	88	71	84
8 - 1985	625	72	85	64	75	69	82	79	92	77	90	79	92	69	82
1984	643	70	83	63	73	67	79	78	91	75	88	77	90	69	82
1983	529	67	79	60	68	64	75	76	89	73	86	75	88	65	76
1982	505	68	80	61	70	65	76	76	89	74	87	76	89	67	79
1981	387	68	80	64	75	67	79	76	89	74	87	76	89	69	82
1980	359	72	85	66	78	70	83	75	88	75	88	76	89	70	83
11 - 1985	581	66	78	61	70	64	75	72	85	74	87	75	88	65	76
1984	510	66	78	60	68	63	73	71	84	72	85	73	86	63	73
1983	508	67	79	62	72	65	76	72	85	73	86	74	87	64	75
1982	388	64	75	60	68	62	72	72	85	72	85	73	86	73	73
1981	353	64	75	60	68	63	73	71	84	71	84	72	85	61	70
1980	338	64	75	59	67	62	72	70	83	71	84	72	85	63	73

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Table A13

California Achievement Tests Results
for MCPS Black Students
1980-1985

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1985	830	57	63	49	48	57	63	52	54	54	58	53	56	56	61
1984	705	56	61	49	48	56	61	52	54	54	58	53	56	57	63
1983	719	56	61	50	50	57	63	51	52	53	56	52	54	56	61
1982	646	52	54	48	46	54	58	49	48	53	56	51	52	53	56
1981	688	51	52	48	46	53	56	50	50	51	52	50	50	53	56
1980	740	49	48	46	42	50	50	47	44	49	48	47	44	52	54
5 - 1985	780	58	65	-	-	-	-	55	59	55	59	55	59	58	65
1984	715	57	63	-	-	-	-	54	58	53	56	54	58	56	61
1983	768	56	61	-	-	-	-	53	56	54	58	54	58	56	61
1982	762	53	56	-	-	-	-	52	54	51	52	52	54	53	56
1981	820	53	56	-	-	-	-	53	56	52	54	52	54	53	56
1980	856	51	52	-	-	-	-	51	52	50	50	51	52	51	52
8 - 1985	918	57	63	-	-	-	-	54	58	55	59	55	59	56	61
1984	944	55	59	-	-	-	-	52	54	55	59	54	58	55	59
1983	969	53	56	-	-	-	-	49	48	53	56	52	54	52	54
1982	928	51	52	-	-	-	-	49	48	52	54	51	52	52	54
1981	872	50	50	-	-	-	-	49	48	51	52	50	50	51	52
1980	828	50	50	-	-	-	-	49	48	51	52	50	50	50	50
11 - 1985	854	52	54	-	-	-	-	51	52	50	50	51	52	52	54
1984	859	50	50	-	-	-	-	50	50	50	50	50	50	51	52
1983	841	49	48	-	-	-	-	49	48	49	48	49	48	50	50
1982	788	47	44	-	-	-	-	47	44	46	42	47	44	48	46
1981	758	47	44	-	-	-	-	47	44	47	44	47	44	48	46
1980	784	44	39	-	-	-	-	44	39	44	39	43	37	47	44

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Table A13 (cont.)

California Achievement Tests Results
for MCPS Black Students
1980-1985

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1985	830	64	75	54	58	59	67	59	67	54	58	57	63	-	-
1984	705	63	73	54	58	59	67	59	67	54	58	57	63	-	-
1983	719	61	70	54	58	58	65	57	63	54	58	56	61	-	-
1982	646	56	61	53	56	55	59	53	56	51	52	53	56	-	-
1981	688	56	61	52	54	54	58	51	52	50	50	51	52	-	-
1980	740	53	56	50	50	52	54	48	46	49	48	49	48	-	-
5 - 1985	780	61	70	58	65	60	68	58	65	57	63	58	65	60	68
1984	715	60	68	56	61	59	67	59	67	56	61	57	63	59	67
1983	768	58	65	56	61	58	65	57	63	54	58	56	61	58	65
1982	762	55	59	54	58	55	59	53	56	51	52	52	54	56	61
1981	820	54	58	54	58	55	59	53	56	51	52	52	54	55	59
1980	856	52	54	51	52	52	54	50	50	50	50	50	50	53	56
8 - 1985	918	58	65	54	58	56	61	57	63	58	65	58	65	57	63
1984	944	56	61	53	56	54	58	56	61	56	61	56	61	57	63
1983	969	53	56	51	52	52	54	53	56	54	58	54	58	54	58
1982	928	52	54	50	50	51	52	52	54	53	56	52	54	53	56
1981	872	52	54	50	50	51	52	51	52	52	54	51	52	53	56
1980	828	51	52	50	50	50	50	50	50	52	54	51	52	52	54
11 - 1985	854	51	52	50	50	50	50	52	54	52	54	52	54	53	56
1984	859	51	52	49	48	50	50	51	52	51	52	51	52	53	56
1983	841	49	48	49	48	49	48	49	48	50	50	50	50	52	54
1982	788	47	44	47	44	47	44	48	46	48	46	48	46	50	50
1981	758	47	44	47	44	47	44	47	44	48	46	47	44	49	48
1980	748	45	41	45	41	44	39	45	41	45	41	45	41	48	46

Table A14

California Achievement Tests Results
for MCPS Hispanic Students
1980-1985

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1985	268	60	68	52	54	61	70	55	59	55	59	56	61	54	58
1984	255	61	70	53	56	60	68	57	63	57	63	57	63	58	65
1983	215	58	65	51	52	58	65	52	54	54	58	54	58	54	58
1982	219	56	61	49	48	54	58	51	52	54	58	52	54	53	56
1981	181	58	65	52	54	57	63	54	58	56	61	56	61	53	56
1980	165	57	63	52	54	57	63	54	58	54	58	55	59	53	56
5 - 1985	239	63	73	-	-	-	-	55	59	58	65	57	63	60	68
1984	226	62	72	-	-	-	-	56	61	58	65	57	63	58	65
1983	229	60	68	-	-	-	-	54	58	56	61	56	61	56	61
1982	223	57	63	-	-	-	-	53	56	54	58	54	58	54	58
1981	236	58	65	-	-	-	-	55	59	56	61	56	61	53	56
1980	216	61	70	-	-	-	-	58	65	59	67	58	65	56	61
8 - 1985	286	59	67	-	-	-	-	55	59	57	63	56	61	55	59
1984	304	58	65	-	-	-	-	55	59	56	61	56	61	52	54
1983	285	58	65	-	-	-	-	54	58	57	63	56	61	51	52
1982	260	56	61	-	-	-	-	54	58	55	59	55	59	50	50
1981	243	59	67	-	-	-	-	57	63	57	63	58	65	52	54
1980	234	59	67	-	-	-	-	57	63	59	67	59	67	52	54
11 - 1985	273	55	59	-	-	-	-	57	63	53	56	55	59	52	54
1984	291	54	58	-	-	-	-	56	61	52	54	54	58	50	50
1983	318	52	54	-	-	-	-	53	56	50	50	52	54	50	50
1982	236	54	58	-	-	-	-	53	56	53	56	53	56	51	52
1981	248	56	61	-	-	-	-	55	59	53	56	55	59	53	56
1980	263	55	59	-	-	-	-	55	59	53	56	54	58	52	54

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Table A14 (cont.)

California Achievement Tests Results
for MCPS Hispanic Students
1980-1985

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1985	268	68	80	56	61	63	73	65	76	58	65	62	72	-	-
1984	255	67	79	58	65	63	73	65	76	60	68	64	75	-	-
1983	215	64	75	54	58	60	68	62	72	57	63	61	70	-	-
1982	219	60	68	53	56	57	63	59	67	55	59	58	65	-	-
1981	181	62	72	56	61	60	68	59	67	56	61	58	65	-	-
1980	165	61	70	56	61	59	67	58	65	55	59	57	63	-	-
5 - 1985	239	68	80	62	72	66	78	63	73	63	73	64	75	64	75
1984	226	68	80	60	68	65	76	63	73	62	72	63	73	63	73
1983	229	63	73	60	68	62	72	62	72	60	68	62	72	63	73
1982	223	59	67	56	61	58	65	59	67	57	63	59	67	60	68
1981	236	60	68	57	63	59	67	58	65	58	65	59	67	60	68
1980	216	62	72	60	68	62	72	60	68	62	72	62	72	62	72
8 - 1985	286	61	70	55	59	58	65	61	70	62	72	62	72	59	67
1984	304	60	68	57	63	59	67	60	68	61	70	61	70	59	67
1983	285	59	67	54	58	56	61	59	67	60	68	60	68	57	63
1982	260	57	63	54	58	55	59	58	65	58	65	59	67	57	63
1981	243	59	67	58	65	59	67	59	67	60	68	60	68	59	67
1980	234	60	68	58	65	59	67	57	63	60	68	59	67	59	67
11 - 1985	273	55	59	51	52	53	56	55	59	57	63	56	61	55	59
1984	291	52	54	52	54	52	54	54	58	56	61	55	59	55	59
1983	318	52	54	50	50	51	52	52	54	54	58	54	58	53	56
1982	236	53	56	53	56	53	56	54	58	56	61	55	59	54	58
1981	248	56	61	54	58	56	61	55	59	58	65	57	63	55	59
1980	263	53	56	52	54	53	56	55	59	58	65	56	61	54	58

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Table A15

California Achievement Tests Results
for MCPS White Students
1980-1985

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1985	4110	74	87	60	68	68	80	66	78	67	79	68	80	64	75
1984	3651	73	86	60	68	67	79	66	78	67	79	68	80	63	73
1983	3844	70	83	60	68	66	78	65	76	65	76	66	78	62	72
1982	3948	69	82	59	67	65	76	65	76	65	76	66	78	62	72
1981	3955	68	80	58	65	64	75	64	75	64	75	65	76	61	70
1980	4388	67	79	58	65	63	73	64	75	63	73	64	75	61	70
5 - 1985	3900	74	87	-	-	-	-	69	82	68	80	69	82	65	76
1984	4039	74	87	-	-	-	-	69	82	68	80	69	82	65	76
1983	4037	73	86	-	-	-	-	68	80	68	80	68	80	63	73
1982	4288	71	84	-	-	-	-	67	79	66	78	67	79	63	73
1981	4999	69	82	-	-	-	-	66	78	66	78	67	79	61	70
1980	5775	69	82	-	-	-	-	66	78	65	76	66	78	61	70
8 - 1985	4507	72	85	-	-	-	-	68	80	69	82	70	83	62	72
1984	5006	71	84	-	-	-	-	67	79	68	80	69	82	61	70
1983	5422	70	83	-	-	-	-	67	79	68	80	68	80	61	70
1982	5878	69	82	-	-	-	-	67	79	67	79	68	80	60	68
1981	5710	69	82	-	-	-	-	67	79	67	79	68	80	59	67
1980	5878	67	79	-	-	-	-	66	78	66	78	67	79	58	65
11 - 1985	5406	69	82	-	-	-	-	68	80	68	80	69	82	60	68
1984	5345	69	82	-	-	-	-	68	80	68	80	68	80	60	68
1983	5514	68	80	-	-	-	-	67	79	67	79	68	80	59	67
1982	5713	66	78	-	-	-	-	65	76	65	76	66	78	59	67
1981	5981	66	78	-	-	-	-	64	75	64	75	65	76	58	65
1980	6552	65	76	-	-	-	-	64	75	64	75	65	76	59	67

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Table A15 (cont.)

California Achievement Tests Results
for MCPS White Students
1980-1985

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1985	4110	77	90	68	80	75	88	74	87	70	83	74	87	-	-
1984	3651	76	89	67	79	74	87	72	85	69	82	72	85	-	-
1983	3844	73	86	66	78	71	84	70	83	68	80	71	84	-	-
1982	3948	71	84	65	76	70	83	68	80	67	79	69	82	-	-
1981	3955	69	82	65	76	69	82	66	78	65	76	67	79	-	-
1980	4388	68	80	64	75	68	80	64	75	65	76	66	78	-	-
5 - 1985	3900	76	89	73	86	77	90	69	82	73	86	73	86	71	84
1984	4039	75	88	73	86	76	89	70	83	73	86	73	86	71	84
1983	4037	72	85	71	84	74	87	68	80	71	84	71	84	70	83
1982	4288	69	82	70	83	72	85	66	78	69	82	69	82	69	82
1981	4999	68	80	69	82	71	84	65	76	68	80	68	80	68	80
1980	5775	68	80	68	80	70	83	64	75	68	80	67	79	67	79
8 - 1985	4507	72	85	67	79	71	84	70	83	74	87	73	86	69	82
1984	5006	70	83	66	78	69	82	68	80	72	85	71	84	68	80
1983	5422	68	80	65	76	68	80	66	78	70	83	69	82	67	79
1982	5878	68	80	66	78	68	80	65	76	70	83	69	82	67	79
1981	5710	68	80	66	78	68	80	65	76	69	82	68	80	66	78
1980	5878	67	79	65	76	67	79	63	73	68	80	66	78	65	76
11 - 1985	5406	66	78	66	78	67	79	65	76	69	82	68	80	68	80
1984	5345	66	78	67	79	67	79	64	75	68	80	67	79	68	80
1983	5514	66	78	66	78	67	79	63	73	68	80	67	79	67	79
1982	5713	64	75	64	75	65	76	62	72	66	78	65	76	65	76
1981	5981	64	75	64	75	65	76	62	72	65	76	65	76	64	75
1980	6552	63	73	64	75	64	75	62	72	65	76	64	75	64	75

Table A16

Percentage of MCPS Students in Each Racial/Ethnic Group Scoring at Each Stanine of the California Achievement Tests Total Battery, 1985

Grade 3

STANINE	ASIAN	BLACK	HISPANIC	WHITE	COUNTY	NORM
9	36	11	12	33	29	4
8	18	7	7	14	13	7
7	18	13	16	18	17	12
6	15	20	22	17	18	17
5	9	19	26	10	12	20
4	4	19	13	5	8	17
3	1	8	5	2	3	12
2	0	2	0	0	1	7
1	0	1	0	0	0	4
Number*	523	829	268	4110	5740	

Percentage of MCPS Students in Each Racial/Ethnic Group Scoring at Each Stanine of the California Achievement Tests Total Battery, 1985

Grade 5

STANINE	ASIAN	BLACK	HISPANIC	WHITE	COUNTY	NORM
9	42	9	16	32	29	4
8	16	7	10	15	14	7
7	14	15	15	19	17	12
6	14	21	18	17	17	17
5	9	24	25	11	13	20
4	5	18	14	5	7	17
3	1	5	3	1	2	12
2	0	1	0	0	0	7
1	0	0	0	0	0	4
Number*	577	780	239	3900	5504	

*The numbers reported for the county do not equal the sum of the numbers for each racial group because no data are reported for American Indians. That group is too small to provide reliable data.

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Table A16 (cont.)

Percentage of MCPS Students in Each Racial/Ethnic Group Scoring at Each Stanine of the California Achievement Tests Total Battery, 1985

Grade 8

STANINE	ASIAN	BLACK	HISPANIC	WHITE	COUNTY	NORM
9	30	5	9	25	22	4
8	16	7	9	17	15	7
7	17	17	14	22	20	12
6	19	25	24	19	20	17
5	11	20	20	11	13	20
4	5	17	18	5	7	17
3	1	6	5	1	2	12
2	0	2	1	0	1	7
1	0	1	1	0	0	4
Number*	625	918	286	4507	6342	

Percentage of MCPS Students in Each Racial/Ethnic Group Scoring at Each Stanine of the California Achievement Tests Total Battery, 1985

Grade 11

STANINE	ASIAN	BLACK	HISPANIC	WHITE	COUNTY	NORM
9	28	4	7	22	19	4
8	10	7	8	16	14	7
7	18	11	13	20	18	12
6	16	17	18	19	18	17
5	15	24	26	14	16	20
4	10	23	18	7	10	17
3	2	10	7	2	3	12
2	1	3	3	1	1	7
1	0	2	1	0	0	4
Number*	581	854	273	5406	7132	

*The numbers reported for the county do not equal the sum of the numbers for each racial group because no data are reported for American Indians. That group is too small to provide reliable data.

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Table A17

California Achievement Test Results
by Race for 1985 MCPS Testing and the National Norm Group

(Scores reported are the normal curve equivalent (NCE)
scores for the mean raw scores.)

	Black			Hispanic			Other		
	MCPS	Nat'l	Diff	MCPS	Nat'l	Diff	MCPS	Nat'l	Diff
Grade 3									
Total Battery	57	29	28	61	35	26	74	48	26
Total Reading	52	29	23	54	34	20	64	48	16
Total Language	59	32	27	61	39	22	73	50	23
Total Math	60	32	28	65	39	26	77	50	27
Grade 5									
Total Battery	57	34	23	61	37	24	73	50	23
Total Reading	54	34	20	55	36	19	66	49	17
Total Language	57	35	22	63	38	25	75	50	25
Total Math	58	34	24	63	38	25	73	50	23
Grade 8									
Total Battery	55	33	22	58	39	19	70	51	19
Total Reading	54	37	17	56	42	14	68	54	14
Total Language	53	35	18	55	42	13	67	52	15
Total Math	56	31	25	61	38	23	70	50	20

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Table A18

Number (N) and Percentage (%) of MCPS Students Tested
By Racial/Ethnic Groups on the California Achievement Tests
1980 to 1985

		Asian		Black		Hispanic		White		Total*	
		N	%	N	%	N	%	N	%	N	%
Grade 3	1985	523	85	830	94	268	76	4110	97	5740	94
	1984	467	86	705	91	255	74	3651	96	5085	93
	1983	490	88	719	92	215	78	3844	97	5275	95
	1982	423	84	646	93	219	82	3948	97	5247	95
	1981	368	77	688	92	181	68	3955	96	5197	93
	1980	320	79	740	95	165	66	4388	96	5616	94
Grade 5	1985	577	87	780	95	239	76	3900	98	5504	95
	1984	544	88	715	94	226	77	4039	98	5532	95
	1983	475	88	768	95	229	81	4037	99	5501	96
	1982	448	86	762	94	223	80	4288	97	5724	95
	1981	459	84	820	95	236	81	4999	98	6524	96
	1980	358	81	856	97	216	80	5775	98	7214	97
Grade 8	1985	625	93	918	98	286	83	4507	98	6342	97
	1984	643	92	944	94	304	84	5006	96	6912	95
	1983	529	92	969	96	285	89	5422	94	7114	93
	1982	505	94	928	97	260	88	5878	98	7587	97
	1981	387	88	872	95	243	80	5710	97	7234	96
	1980	359	85	828	94	234	81	5878	96	7314	95
Grade 11	1985	581	84	854	84	273	71	5406	90	7132	88
	1984	510	90	859	86	291	78	5345	91	7028	89
	1983	508	85	841	88	318	79	5514	91	7150	89
	1982	388	75	788	86	236	69	5713	90	7142	88
	1981	353	75	758	85	248	74	5981	89	7350	87
	1980	338	79	784	80	263	72	6552	88	7951	86
Total	1985	2306	87	3382	92	1066	76	17923	95	24718	93
	1984	2164	89	3223	91	1076	78	18041	95	24557	93
	1983	2002	88	3297	93	1047	82	18817	95	25040	93
	1982	1764	85	3124	93	938	80	19827	95	25700	94
	1981	1567	81	3138	92	908	76	20645	95	26305	93
	1980	1375	81	3208	92	878	75	22593	94	28095	93

*The number reported for the Total group does not equal the sum of the numbers for each racial group because no data are reported for American Indians. That group is too small to provide reliable data.

CAT1.tbl

Table A19

California Achievement Tests Results
for MCPS Female Students
1980-1985

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1985	2886	72	85	60	68	68	80	64	75	66	78	67	79	66	78
1984	2567	71	84	59	67	66	78	63	73	66	78	66	78	65	76
1983	2525	69	82	59	67	65	76	62	72	64	75	65	76	63	73
1982	2611	68	80	59	67	64	75	63	73	65	76	65	76	64	75
1981	2579	66	78	58	65	63	73	62	72	63	73	64	75	63	73
1980	2745	65	76	57	63	62	72	62	72	63	73	63	73	63	73
5 - 1985	2694	72	85	-	-	-	-	65	76	66	78	66	78	66	78
1984	2780	73	86	-	-	-	-	65	76	67	79	67	79	66	78
1983	2771	71	84	-	-	-	-	64	75	66	78	66	78	64	75
1982	2860	69	82	-	-	-	-	64	75	65	76	65	76	63	73
1981	3247	68	80	-	-	-	-	64	75	64	75	65	76	62	72
1980	3555	67	79	-	-	-	-	64	75	64	75	64	75	62	72
8 - 1985	3181	71	84	-	-	-	-	66	78	67	79	67	79	63	73
1984	3419	69	82	-	-	-	-	63	73	66	78	66	78	63	73
1983	3600	68	80	-	-	-	-	63	73	66	78	65	76	62	72
1982	3878	68	80	-	-	-	-	64	75	66	78	66	78	62	72
1981	3796	67	79	-	-	-	-	63	73	66	78	65	76	61	70
1980	3650	67	79	-	-	-	-	63	73	65	76	65	76	61	70
11 - 1985	3643	68	80	-	-	-	-	65	76	65	76	66	78	62	72
1984	3650	67	79	-	-	-	-	65	76	65	76	65	76	61	70
1983	3646	66	78	-	-	-	-	64	75	64	75	65	76	61	70
1982	3596	66	78	-	-	-	-	63	73	63	73	64	75	61	70
1981	3738	65	76	-	-	-	-	62	72	63	73	63	73	61	70
1980	4015	64	75	-	-	-	-	61	70	62	72	62	72	61	70

CAT7.tbl

Table A19 (cont.)

California Achievement Tests Results
for MCPS Female Students
1980-1985

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1985	2886	77	90	67	79	74	87	72	85	67	79	72	85	-	-
1984	2567	75	88	66	78	73	86	70	83	66	78	69	82	-	-
1983	2525	73	86	65	76	71	84	67	79	65	76	68	80	-	-
1982	2611	71	84	65	76	70	83	66	78	64	75	67	79	-	-
1981	2579	70	83	64	75	69	82	64	75	63	73	64	75	-	-
1980	2745	69	82	64	75	68	80	62	72	62	72	63	73	-	-
5 - 1985	2694	75	88	72	85	76	89	69	82	70	83	71	84	70	83
1984	2780	75	88	72	85	76	89	71	84	70	83	72	85	70	83
1983	2771	72	85	70	83	73	86	68	80	68	80	69	82	68	80
1982	2860	69	82	69	82	71	84	65	76	66	78	67	79	68	80
1981	3247	69	82	69	82	71	84	65	76	65	76	66	78	67	79
1980	3555	68	80	68	80	70	83	64	75	65	76	65	76	66	78
8 - 1985	3181	72	85	67	79	70	83	70	83	70	83	71	84	68	80
1984	3419	70	83	66	78	69	82	68	80	68	80	69	82	67	79
1983	3600	69	82	65	76	68	80	66	78	67	79	67	79	66	78
1982	3878	69	82	66	78	69	82	66	78	67	79	67	79	66	78
1981	3796	68	80	66	78	68	80	66	78	66	78	67	79	66	78
1980	3650	69	82	66	78	69	82	64	75	66	78	66	78	65	76
11 - 1985	3643	66	78	66	78	67	79	65	76	65	76	66	78	66	78
1984	3650	67	79	66	78	67	79	63	73	65	76	65	76	66	78
1983	3646	67	79	66	78	67	79	63	73	65	76	65	76	66	78
1982	3596	65	76	65	76	66	78	62	72	63	73	63	73	64	75
1981	3738	65	76	64	75	66	78	61	70	62	72	62	72	63	73
1980	4015	64	75	63	73	65	76	60	68	62	72	62	72	63	73

Table A20

California Achievement Tests Results
for MCPS Male Students
1980-1985

Grade/Year	No. Tested	TOTAL BATTERY NCE Mean	TOTAL BATTERY Per. Rank	Phonic Analysis NCE Mean	Phonic Analysis Per. Rank	Structural Analysis NCE Mean	Structural Analysis Per. Rank	Reading Vocabulary NCE Mean	Reading Vocabulary Per. Rank	Reading Comprehension NCE Mean	Reading Comprehension Per. Rank	TOTAL READING NCE Mean	TOTAL READING Per. Rank	Spelling NCE Mean	Spelling Per. Rank
3 - 1985	2856	70	83	57	63	65	76	63	73	63	73	64	75	60	68
1984	2516	69	82	58	65	65	76	63	73	62	72	64	75	60	68
1983	2750	68	80	58	65	64	75	62	72	61	70	63	73	59	67
1982	2636	66	78	56	61	62	72	61	70	61	70	62	72	58	65
1981	2618	65	76	56	61	61	70	61	70	60	68	61	70	58	65
1980	2871	63	73	55	59	59	67	61	70	59	67	60	68	58	65
5 - 1985	2810	72	85	-	-	-	-	67	79	65	76	67	79	63	73
1984	2753	71	84	-	-	-	-	67	79	64	75	66	78	62	72
1983	2742	69	82	-	-	-	-	66	78	64	75	65	76	61	70
1982	2864	67	79	-	-	-	-	65	76	63	73	64	75	59	67
1981	3277	66	78	-	-	-	-	65	76	63	73	64	75	59	67
1980	3659	64	75	-	-	-	-	65	76	62	72	64	75	59	67
8 - 1985	3161	68	80	-	-	-	-	65	76	65	76	66	78	58	65
1984	3488	67	79	-	-	-	-	65	76	65	76	66	78	58	65
1983	3618	66	78	-	-	-	-	64	75	64	75	65	76	57	63
1982	3709	65	76	-	-	-	-	65	76	64	75	65	76	55	59
1981	3573	64	75	-	-	-	-	66	78	64	75	66	78	55	59
1980	3664	64	75	-	-	-	-	64	75	63	73	65	76	54	58
11 - 1985	3489	65	76	-	-	-	-	65	76	64	75	65	76	56	61
1984	3376	65	76	-	-	-	-	64	75	64	75	64	75	55	59
1983	3549	64	75	-	-	-	-	63	73	63	73	64	75	54	58
1982	3546	62	72	-	-	-	-	61	70	61	70	62	72	54	58
1981	3612	62	72	-	-	-	-	61	70	61	70	62	72	53	56
1980	3936	62	72	-	-	-	-	61	70	61	70	62	72	54	58

CAT7.tbl

Table A20 (cont.)

California Achievement Tests Results
for MCPS Male Students
1980-1985

Grade/Year	No. Tested	Language Mechanics NCE Mean	Language Mechanics Per. Rank	Language Expression NCE Mean	Language Expression Per. Rank	TOTAL LANGUAGE NCE Mean	TOTAL LANGUAGE Per. Rank	Math Computation NCE Mean	Math Computation Per. Rank	Math Concepts & Applications NCE Mean	Math Concepts & Applications Per. Rank	TOTAL MATH NCE Mean	TOTAL MATH Per. Rank	Reference Skills NCE Mean	Reference Skills Per. Rank
3 - 1985	2856	72	85	63	73	69	82	72	85	68	80	72	85	-	-
1984	2516	72	85	63	73	69	82	71	84	68	80	71	84	-	-
1983	2750	69	82	62	72	68	80	70	83	66	78	70	83	-	-
1982	2636	66	78	61	70	65	76	66	78	65	76	67	79	-	-
1981	2618	65	76	61	70	64	75	65	76	63	73	65	76	-	-
1980	2871	64	75	60	68	63	73	63	73	63	73	64	75	-	-
5 - 1985	2810	72	85	69	82	73	86	68	80	72	85	72	85	69	82
1984	2753	71	84	68	80	71	84	68	80	72	85	71	84	68	80
1983	2742	68	80	67	79	69	82	66	78	70	83	69	82	67	79
1982	2864	66	78	65	76	67	79	64	75	68	80	67	79	66	78
1981	3277	64	75	64	75	66	78	63	73	67	79	66	78	65	76
1980	3659	64	75	63	73	65	76	61	70	67	79	65	76	65	76
8 - 1985	3161	67	79	62	72	65	76	67	79	72	85	70	83	65	76
1984	3488	65	76	61	70	64	75	65	76	70	83	69	82	65	76
1983	3618	63	73	60	68	62	72	63	73	69	82	67	79	63	73
1982	3709	63	73	61	70	62	72	62	72	68	80	66	78	63	73
1981	3573	62	72	61	70	62	72	62	72	68	80	65	76	63	73
1980	3664	62	72	60	68	62	72	59	67	67	79	64	75	62	72
11 - 1985	3489	61	70	61	70	61	70	63	73	68	80	66	78	64	75
1984	3376	60	68	61	70	61	70	62	72	67	79	65	76	64	75
1983	3549	59	67	60	68	61	70	61	70	66	78	65	76	63	73
1982	3546	58	65	59	67	59	67	60	68	64	75	63	73	61	70
1981	3612	58	65	60	68	60	68	60	68	65	76	63	73	61	70
1980	3936	58	65	59	67	59	67	60	68	65	76	63	73	61	70

APPENDIX B

TECHNICAL TESTING TERMS

This appendix provides a reference for the technical testing terms used throughout this report. The terms are defined, their uses are stated, and precautions about their interpretation are provided. The terms are listed in alphabetical order.

CRITERION-REFERENCED TEST (CRT)

Definition

A test based on specific learning objectives (or teaching objectives), usually within a narrow range of subject matter or skills. The tests are designed to measure the specific knowledge or skills the student has attained.

Use

CRTs provide information about the extent to which the student has attained the learning objective(s).

Precautions

1. CRTs are often designed so a student can answer all or almost all of the questions correctly or incorrectly depending on the extent to which the student has attained the skills begin measured. They are not designed to yield information about different levels of achievement and, therefore, cannot usually be used to rank students on specific skills.

2. To be useful measures of specific skills, CRTs must have a sufficient number of questions measuring each skill included on the test. Although what is "sufficient" is not a fixed number, there should, in most cases, be at least five questions that measure a skill. A test purporting to be a CRT which has fewer than five questions per skill should be viewed with skepticism.

GRADE EQUIVALENT SCORES (GE)

Definition

The grade equivalent of a given raw score on any test estimates the grade level at which the typical pupil achieves this raw score. The digit(s) to the left of the decimal point represent the grade; the digit to the right of the decimal point represents the month within the grade according to the following table:

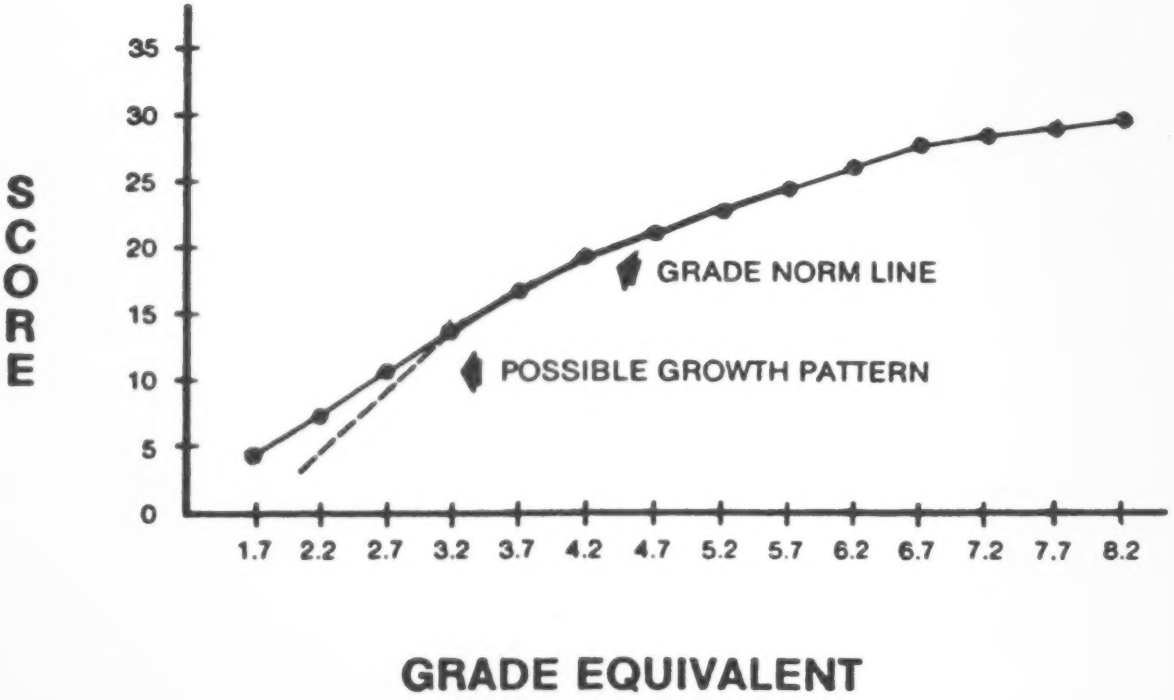
Number	Month
0	September
1	October
2	November
3	December
4	January
5	February
6	March
7	April
8	May
9	June-August

An example of how a test publisher might derive grade equivalents can be useful in understanding GE.

If the publisher is norming a fourth grade test, he will test a representative sample in Grades 3, 4, and 5. In each grade, the sample, or two comparable samples, will be tested in the fall (November) and the spring (April). Thus, the grade levels being tested as 3.2, 3.7, 4.2, 4.7, 5.2, and 5.7. (Often publishers test only once a year.)

The average raw test score for the students in each group is computed and plotted on a graph similar to the one below. The mean scores are indicated by "." on the graph. All other grade-and-month values are estimated by interpolation between the means and extrapolation beyond the means. The GEs beyond the grade range of students in the norming sample should be regarded as no better than rough estimates.

Figure B1



Use

GEs provide a familiar referent for test scores.

Precautions

1. The grade equivalent score does not indicate the grade level of work that a student can perform. It simply estimates the grade level of the typical student in the norming sample achieving a given raw score. For example, suppose a fourth grade student has a score with a grade equivalent of 5.4 on a fourth grade test. This does not mean that a fourth grade student can do work which is done in January in the fifth grade. It simply estimates that this student did as well on a fourth grade test as the typical student in January of the fifth grade. However, remember that if the norming sample for the fourth grade test did not include any fifth grade students, this estimate is very tentative.

2. Grade equivalent scores should not be added and subtracted, because they are not an equal distance apart at all points. They are developed under an assumption that learning occurs equally during the school year. In fact, students tend to learn more at different times in the year. From a strict statistical point of view, this lack of equal score intervals means that mean GE scores should not be computed. However, if the GE scores are converted to Normal Curve Equivalent scores which do have this equal interval quality, the mean score computed from the converted scores is generally very close to that computed from the GEs, especially if the grade equivalents represent a wide range of possible scores.

3. The attempt to build a scale based on the assumption of equal learning cited in Number 2 above results in differential GE gains for raw score changes. What occurs is that a one raw score point change may cause a one-month change in GE at one place in the norm table and a five-month gain elsewhere. The largest changes in GE generally happen in the extremes of score distribution.

   An example of the unequal GE differences between raw scores is shown below. These scores are taken from the Iowa Test of Basic Skills (ITBS) seventh grade spelling test.

Grade	Test	Raw Score	Grade Equivalent	Difference in Grade Equiv.
7	Spelling	7	3.5	
7		8	4.0	.5
7		9	4.4	.4
7	Spelling	25	8.4	
7		26	8.5	.1
7		27	8.7	.2

4. Grade equivalents generally have a wider range at higher grade levels. This means that a student who has the same PR in Grades 3 and 5 will probably be further above (or below) the median in GE terms in Grade 5. Thus, if he/she has a high PR in both grades, the gain in GE terms will be more than two years. If he/she has a low PR, the gain will be less than two GEs. Therefore, if a constant expected GE gain were established for all students, it would be too high for some and too low for others. The example below from ITBS norms demonstrates this problem.

PR	Grade 3	Grade 5	Grade Equivalent Change
90	5.1	7.5	2.4
50	3.6	5.6	2.0
10	2.6	4.1	1.5

5. Because a grade equivalent score represents the performance of a typical student at a given grade level, approximately half of the students in a nationwide sample would be expected to score below grade level.

6. Grade equivalents should not be compared across subject areas as they have different meanings. For example, mathematics is more grade-related than reading; and, therefore, the GEs are generally less spread out for math than for reading.

7. Grade equivalents should not be compared across different tests because they may have different meanings due to different norming samples.

INTERQUARTILE RANGE

Definition

Quartiles are scores (points in a distribution) that divide a score distribution into quarters. Twenty-five percent of the scores are at or below the first quartile (Q1); 50 percent are at or below the second quartile (Q2, which is also the median); and 75 percent are at or below the third quartile (Q3). The interquartile range includes the band of scores that lies between Q1 and Q3, or the middle 50 percent of the scores.

Use

By eliminating the effect of the lowest and highest quarters of the distribution, the interquartile range provides a measure of how the typical students in a group performed.

Precaution

Eliminating the extreme scores may be removing important information such as the location of pockets of students needing compensatory or gifted programs. If the median is close to either quartile, it could indicate a large number of students at that end of the distribution who might require such services.

MEAN

Definition

The sum of the scores divided by the number of scores.

Use

The mean is used as a measure of the performance of the "typical" student in a group.

Precautions

1. In a small group, the mean can be overly influenced by a few extreme scores. Thus, if a few scores in a distribution are very low but most are quite high, the mean will be depressed by the low scores more than the median. In groups where there are a few extremely low scores, the mean will, therefore, be lower than the median. Therefore, it is often useful to compare the mean with the median.

2. Use of the mean provides no information about the spread of scores.

MEDIAN

Definition

The score that divides a test score distribution in half is known as the median. Half of the scores are above the median, half are below. The median is the score that has percentile rank of 50.

Use

The median is used as a measure of the performance of the "typical" student in a group.

Precautions

1. See Precaution 1 for "mean."

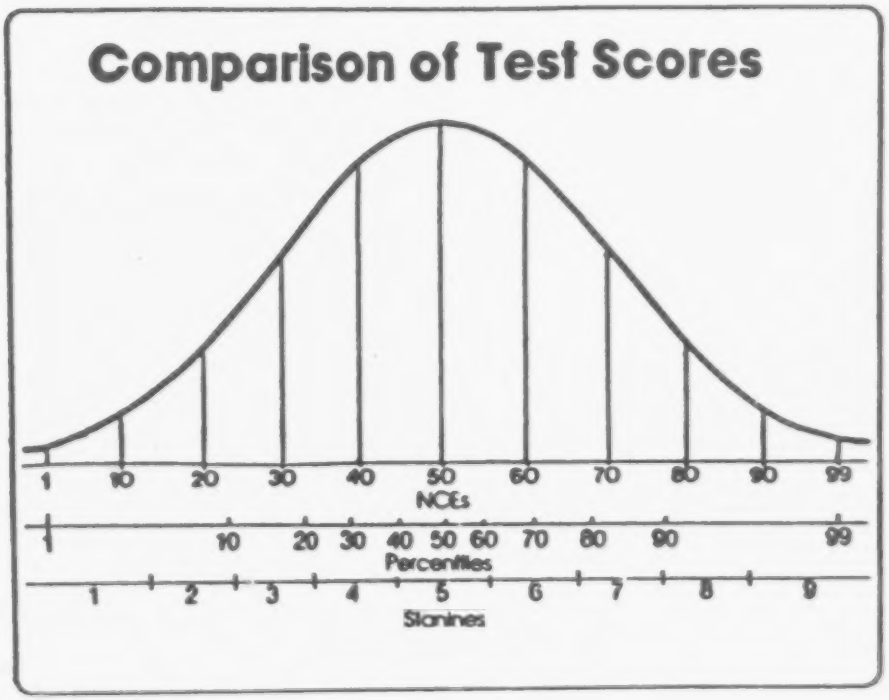
2. Use of the median provides no information about the spread of scores.

NORMAL CURVE

Definition

A normal curve is a distribution of scores or values which, in graphic form, is bell-shaped as shown in Figure B2. In a normal curve distribution, the mean and the median are at the same point. The majority of the scores are clustered around the mean/median. Sixty-eight percent of the scores are within one standard deviation of the mean/median, and 95 percent are within two standard deviations. Scores which are more than three standard deviations from the mean/median are rather rare, occurring less than 1 percent of the time.

Figure B2



Use

Because of its well-documented statistical properties, the normal curve distribution is often used in reporting test scores as an aid in interpreting scores of groups or individuals.

Precautions

The normal curve distribution is a statistical or mathematical ideal. It is not a graphic description of what a particular distribution should be; distributions which do not conform to the normal curve are not "abnormal." Many variables can affect the distribution of a particular set of scores: test content, difficulty of the test items, suitability of the test for the group to which it is administered, etc.

NORMAL CURVE EQUIVALENT SCORES (NCE)

Definition

NCEs divide the normal distribution into 99 segments, units, or scores (Figure B2). Scores range from 1 to 99, with a mean/median of 50. NCEs can be related to percentile ranks as shown in the comparative scales in Figure B2.

Uses

1. NCEs can be subjected to arithmetic operations. Therefore, mean NCEs can be computed, and differences in NCEs can be compared at all points in the score distribution.[1]

2. NCEs can be used in analyses of group data (for reasons above). In addition, NCEs are scaled to reveal small changes, something which stanine scores will not do consistently because of the large score range at each stanine point.

Precautions

1. Use of NCEs for evaluating individualized performance is to be done with caution. A change of five NCE units on a test score is within the error range for individuals on most standardized tests. However, since NCEs give a false sense of precision--and hence of security--the careless test user could consider such a change meaningful.

2. NCEs are difficult to interpret when presented alone. After an analysis has been performed on the basis of NCEs, results are often converted to some more readily understandable scale like percentile ranks.

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[1]In a strict statistical sense, it is probably incorrect to subject any test scores to arithmetic operations. However, NCEs, standard scores with an underlying normal distribution, raw scores, and stanines come closer than any other score scales to having equal-interval properties which permit arithmetic operations.

NORM-REFERENCED TEST (NRT)

Definition

The NRT is designed to rank students according to the number of test items answered correctly (i.e., according to raw score). Ranking is usually also done in relation to the performance of a norming sample. The California Achievement Tests is an example of an NRT.

Use

Norm-referenced tests provide information about which students know the most about the content included on the test.

Precautions

1. A good NRT is designed to enable between 40 and 70 percent of the examinees to answer any given item correctly. Many items are therefore too difficult for a majority of examinees to get right. This means that most NRTs are not very good tests of the specific skills an individual student has (as opposed to criterion-referenced tests). Rather, they are measures of who knows the most about the test content.

2. NRTs often include only one or two questions which measure achievement of a given skill or objective. Information about student performance on a particular objective is, therefore, usually not very reliable.

NORMS

Definition

Statistics that describe the test performance of specified groups, such as students in a given grade, age range, type of community, etc.

Use

Norms provide a way of relating raw scores to a more meaningful score scale, such as percentile ranks, stanines, grade equivalents, or a standard score, so that it can be determined how a student performed relative to a "representative" sample of students similar in some way.

Precautions

1. Norming samples cannot be perfectly representative of a large group of students. For most major standardized tests, publishers use sophisticated sampling procedures to determine the norming sample. However, there will always be a small error factor. This means that caution must be used when comparing the scores from two different tests or even from two levels of the same test because the levels may not have used the same group of students. The following is an example of what might happen because of this. If the students in the norming sample for Test A are brighter than those in the sample for Test B, the norms for the two tests will

not be equivalent. A student who then takes both tests will be likely to attain a lower percentile rank on Test A because he/she is being compared with a brighter group of students on a test which has "more difficult" norms.

2. Test publishers often provide norms for different times of the year such as fall, winter, and spring. However, they may not have used a norming sample at all of these times, which means that some of the norms are estimates. A test manual should be consulted to determine when a given test was normed. Estimated norms for any other time of year should be viewed with caution.

3. Test norms are not necessarily derived every year, and therefore some norms may be several years old. However, it is common practice to compare current student performance on a given test with the performance of the national norming sample. Caution must therefore be exercised in interpreting the meaning of an individual's status. For example, a student who took a test in 1983 and who achieved a percentile rank of 60 probably did not score higher than 60 percent of the students taking the test in 1983. Rather, the individual scored higher than 60 percent of the students in the norming sample who took the test in the past, for example in 1978.

4. The above consideration may weaken the usefulness of older norms. If changes have occurred in curricula, current students may be better prepared in some skills or subjects than were students in the norming sample, less well prepared, or simply differently prepared. Thus, comparisons of percentile ranks across years may be clouded by changing curricula.

5. Norms are derived so that half of the representative group is expected to be below average. This means that half of the group will be below grade level, below a percentile rank of 50, and below the mean. Therefore, it is extremely difficult to have all of the students in any large group perform above the average.

PERCENTILE RANK (PR)

Definition

The percentile rank (PR) expresses the percentage of students in the norming sample who scored at or below a given score. For example, if a raw score of 30 has a percentile rank of 78, then 78 percent of the students in the norming sample scored at or below 30 items correct.

Use

PRs provide easily interpretable information about how a given student's performance on a test compares with the performance of students in the norming sample.

Precautions

1. PRs should not be added nor subtracted because they are not an equal distance apart at all points. For example, Figure B2 clearly shows that an increase of 10 points between percentile ranks 45 and 55 is not the same distance as an increase of 10 points between percentile ranks 85 and 95. A person would have to show a larger amount of improvement to achieve the second increase.

2. On a test of fewer than 100 questions, it is not possible for every whole number of the percentile rank scale to have an associated raw score. Therefore, in such circumstances, a one-point increase in raw score can cause an increase of several percentile rank units. What might appear to be substantial increase on the percentile rank scale is really only an increase of one additional question correct. This caveat applies to virtually all tests in standardized batteries.

3. Percentile ranks should not be confused with percentage of correct answers (raw scores). They have completely different meanings.

RAW SCORE

Definition

The number of questions or test items answered correctly.

Use

Raw scores can be used to report the number of questions answered correctly.

Precautions

1. A raw score has no meaning other than the number of items answered correctly. It provides no interpretative information.

2. Raw scores can be quite misleading when reported by themselves because the meaning of raw scores differs from test to test. For example, if one 50-item test is easy and one 50-item test is difficult, a raw score of 30 on the difficult test might represent better performance than a raw score of 45 on the easier test.

3. Subjecting raw scores to arithmetic operations (e.g., addition, etc.) is a questionable procedure. Generally, raw scores do not have the equal interval property required for these operations. This is because the same raw score can be obtained by different students who get different combinations of items correct. These items will most likely vary in their level of difficulty. Thus, the amount of knowledge indicated by answering questions correctly varies with each question.

RELIABILITY

Definition

Reliability refers to the extent to which a test is consistent in what it measures. There are three major types of reliability, all expressed as a coefficient ranging from 0 (complete lack of consistency) to 1 (perfect consistency).

1. Internal consistency is the degree to which all the questions on a test measure the same thing. For example, a mathematics test that measures only addition of fractions will probably have a higher internal consistency coefficient than one that measures several different mathematical operations. This would be especially important for achievement tests that measure specific skills.

2. Stability is the degree to which a person will achieve the same score on a test that is taken twice within a time period of anything from a few days to a year or two. This is important in an instrument which measures a trait like natural ability, which is not expected to change over time.

3. Equivalence is the degree to which a person will achieve the same score on two forms of the same test. This is important for any test in which two forms are to be used interchangeably.

Use

Reliability is a measure of the quality of a test.

Precautions

The type of reliability appropriate for a given testing situation should be used.

SCALE SCORE (SS)

Definition

On the California Achievement Tests scale scores range from 0 to 999. They provide a link between all levels of the CAT.

Uses

1. Scale scores can be subjected to arithmetic operations like Normal Curve Equivalent scores. Therefore, means can be computed and differences in SSs can be compared meaningfully.

2. Scale scores provide a way of comparing scores on different levels of the California Achievement Tests and, therefore, provide a way of measuring growth.

3. The capability of comparing results from different test levels also means that scale scores help to make out-of-level testing possible. This testing procedure allows for a student to take a test for a grade other than his/her own and still have results (percentile ranks and stanines) based on norms for his/her grade.

Precaution

1. Scale scores should not be used to compare scores in different subject areas. They were not developed so that equivalent scores in two subject areas would indicate equivalent levels of achievement. Any comparison of scale scores should be done within subject areas.

2. There are not "typical" scale scores for each grade or test level. In fact, the ranges of SSs in the various levels overlap considerably.

STANDARD DEVIATION (SD)

Definition

Standard Deviation (SD) is a measure of the dispersion in a set of scores. The closer the scores cluster around the mean, the smaller the SD will be.

Use

As a measure of the spread in a set of scores, the SD can be used to assist in determining the degree of importance of score differences. For example, a difference of 2 points would probably not have much meaning if the SD were 20 but could be quite important is the SD were 0.5.

Precautions

None

STANDARD ERROR OF MEASUREMENT (SEM)

Definition

The SEM is an estimate of the magnitude of error in a test score. Possible causes of error in scores include lucky or unlucky guesses, a student's not feeling well or failing to follow directions, the fact that test questions may be only a sample of those that could be asked, sloppiness, laziness, etc.

Uses

1. The SEM provides a way of determining the possible fluctuation in test scores which would be obtained if an individual were to take the same test a number of times. It indicates how far a particular obtained score might deviate from the individual's "true" score (the score the individual would obtain if there were

no error in the test). It is usually assumed that the scores obtained from repeated testing would conform to the normal curve distribution. Therefore, in practice, it is assumed that there is a probability of 68:100 that the "true" score is within one SEM of the obtained score and that there is a probability of 95:100 that the obtained score is within two SEMs of the obtained score.

2. The SEM can be used in significance testing to provide a way of determining whether differences in test scores or group mean scores are statistically significant (that they vary more than can be reasonably attributed to testing error).

Precautions

None

STANINE

Definition

A stanine is one of the scores of a nine-point division of the normal distribution. Stanine scores range from 1 to 9 with a mean and median of 5. As shown in Figure B2, each stanine has a range of corresponding percentile ranks or raw scores.

Uses

1. Stanines can be subjected to arithmetic operations (addition, etc.). Therefore, the mean of distributions can be computed, and differences in stanine scores can be compared at all points in the distribution except, in some cases, at the extreme stanine scores of 1 and 9.

2. Stanines do not give a false sense of accuracy of a given score because each stanine covers a range of raw scores. The stanine scale is therefore useful for reporting individuals' scores. Differences in stanines are more likely to represent change beyond that which can be attributed to error than are other kinds of scores.

Precautions

As can be seen in Figure B2, interpretation of differences in stanine scores is clouded by the range within a given stanine. For example, if an individual's score increases from the top of the Stanine-3 range to the bottom of the Stanine-5 range, it represents less improvement than an increase from the bottom of the Stanine-3 range to the top of the Stanine 4 range. However, on cursory examination, it would seem as if the first increase were the greater.

STATISTICAL SIGNIFICANCE TEST

Definition

A significance test is a statistical procedure used to determine whether two (or more) groups differ on a trait more than could normally be expected if testing error or sampling error were assumed to be the cause of the difference.

Use

Under highly controlled conditions (as in experiments, etc.), tests of statistical significance are used to test hypotheses. When variables cannot be controlled (as in the countywide testing program), the results from such a test are open to question.

Precautions

1. Results of significance tests are reported as probability statements. If the reported probability is less than .01, the chance is less than 1:100 that the difference between groups can be attributed to testing error. If the probability is .001, the chance is less than 1:1000 that the difference can be attributed to testing error. However, there is always some chance (1:1000, etc.) that the difference was caused by error.

2. When a large number of tests of significance are performed, some differences will turn out to be statistically significant by chance alone. That is, since there is always some chance that a difference can be caused by error (1:20, 1:100, 1:1000, etc.), a certain number of significant differences can be expected to occur because of error. There is no way to determine whether a particular statistically significant difference was or was not caused by error. Again, only a probability can be determined.

3. When tests of significance are used to evaluate the difference of means, the larger the group the smaller the difference in means needs to be for statistical significance. The smaller the group, the larger the difference must be. For example, a difference of only one to two months on the grade equivalent scale, or a fraction of a raw-score point, will be statistically significant for groups of several thousand students. In contrast, a difference of as much as six months may be required for significance with a group of one hundred students. Because many of the comparisons in this report involve very large groups, no significant tests of differences and means were performed. While small differences would have been statistically significant, they would not have been educationally meaningful.

VALIDITY

Definition

Validity is the extent to which a test does the job for which it is used. There are three major types of validity that a test may possess.

1. Content validity is most important for achievement tests. This requires that a test contain questions that adequately reflect the content the test is supposed to measure.

2. Criterion-related validity is most important for placement tests, college admissions tests, or tests on which employment decisions are based. Performance on the test must be highly correlated with performance in the program, success in college, or success on the job for which the test is a screening instrument.

3. Construct validity is most important in psychological instruments. Tests of ability are examples of such instruments. Construct validity requires that the test adequately discriminate between people who do or do not have a particular trait.

Use

Validity is a measure or concept that helps one evaluate the quality of a test.

Precautions

The type of validity appropriate for a given testing situation should be used.

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